THE ECONOMIC, CAREER, SOCIAL AND PERSONAL EFFECTS OF REDUCTION IN FORCE (RIF) IN SECONDARY TEACHERS TERMINATED FROM THREE IOWA SCHOOL DISTRICTS, 1981-1983

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by

Barbara L. Prior

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THE ECONOMIC, CAREER, SOCIAL AND PERSONAL EFFECTS OF REDUCTION IN FORCE (RIF) IN SECONDARY TEACHERS TERMINATED FROM THREE IOWA SCHOOL DISTRICTS, 1981-1983

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An abstract of a dissertation by
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Purpose. The purpose of the study was to collect data on the effects of Reduction-in-Force as they related to the economic, career, social, and personal lives of secondary school teachers, to describe the current status of this group and the adjustments made to job loss.

Procedures. A questionnaire was designed to secure information of the effects on secondary teachers riffed (1980-1983) from three Iowa multi-high school districts. Comparisons of data were reported in numbers and percentages, grouped and cross-tabulated according to sex, age, subject area, length of service, and school district.

Findings. Most riffed teachers were in the 31-40 age group, with three to five years of teaching experience, females out-numbering males by a wide margin. Teachers were terminated from all disciplines, the greatest numbers from special education and physical education. Twenty-six percent reported illnesses diagnosed as stress-related to job loss; 55 percent have made life-style adjustments. Some teachers have relocated, either to accept other teaching positions or to make career changes. A large percentage of riffed teachers were recalled within three to six months, some to other disciplines and different grade levels. Not all accepted recall.

Conclusions. Female teachers between the ages of thirty and forty bore the brunt of RIF at the secondary level. The numbers of terminated teachers who were recalled before the next school year began would support the contention that school districts over-riffed. Recalled teachers are teaching outside their preferred subject and grade areas to a greater degree than before RIF. Major life-style changes were made as riffed teachers sought to adjust, with those making career changes finding teaching skills to have value.

Recommendations. School districts should take steps to ensure that seniority is not the sole criterion for RIF but that it is combined with other criteria to protect academic

disciplines and unique programs. Those districts which have successfully retrained riffed teachers and provided supportive environments should be studied as models. Boards and administrators should anticipate trends and make preparations to ensure that the total impact of RIF, if it occurs again, will be diffused.

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CHAPTER ONE

Introduction

As education entered the 1980s the word "riffed," not then commonly associated with teaching, came to be readily understood as it appeared frequently in educational literature. Reduction in Force and its acronym, RIF, became a reality to education.

In the spring of 1981 school districts across the nation were found in positions of having surplus teachers. While enrollment had been steadily declining in the elementary grades (between 1971-1980 elementary enrollment dropped 500,000) it was not until 1981 that the decline began to be sharply felt at the secondary level. Many districts, not having reduced staff gradually in proportion to declines in enrollment, suddenly had too many teachers for too few students. While both educators and parents would willingly have accepted the lower student-teacher ratios had all staff been retained, economic realities would not allow this to happen.

School revenue is obtained from three primary sources: local property tax, state aid, and federal funds. The allocation of the state and local monies, which make up approximately 93 percent of the funds available to schools, is based on an annual enrollment count to the local

districts. It follows logically that as enrollment declines so does school revenue. An additional loss came to Iowa school districts in 1981 as the state legislature made an across-the-board 4 percent cut in aid to all funded agencies, including schools. Each district had to find ways to absorb this unexpected reduction in funds in order to balance its budget. The only area of a public agency's budget in which there is typically any flexibility is in personnel. Fixed costs such as utilities, building maintenance, equipment, materials, and supplies, comprise about 12-15 percent of most school district budgets. The bulk of a school district budget, from 85-88 percent, is designated "personnel" and consists of salaries and employee benefits. Because the fixed costs are extremely difficult to reduce and because the larger number of dollars lay in personnel, it was clear that teaching positions would have to be reduced if school districts were to meet their payrolls.

The 4 percent cut in state funds in 1981 meant a loss of 42 million dollars to education in Iowa. Des Moines Independent School District, serving the state capital, was forced to cut $2.6 million from the budget which had already been approved for the 1981-82 school year. In order to reduce by this amount the district eliminated 304

teaching positions and gave notice to those affected teachers on March 15, 1981, that they were terminated.

Similar scenarios occurred throughout this nation and Europe at all levels of education. Employers in non-education fields have had to lay off or terminate segments of their work forces from time to time. Lay off is not an unusual phenomena in business and industry, which responds to variations in the economy more quickly than education. Automotive plants close temporarily as supply overtakes demand. A good deal of research has developed around the effects of unemployment on these workers. Psychologists and sociologists have reported on the physical effects such as cardiovascular rates of laid off automotive workers; on the problems laid off miners and construction workers face in dealing with marriage, child rearing, depression, and finances. Little information is available on the effects of RIF on educators.

The National Center of Educational Statistics predicts that school enrollment at the secondary level will continue to decline until 1989 when it will reach a low of twelve million students. The economic forecasts in Iowa are discouraging as land and crop prices hit new lows and the state's farm-related industries find fewer markets for their products and buyers for their wares. The loss of individual purchasing power results in reduced revenue to

the state and the cycle begins again with across-the-board cuts as the state struggles to avoid deficit spending. Teachers will continue to be riffed until enrollment ceases to decline or until the economy takes an upswing.

In education the recession has been quiet. The loss of 300 teachers from a district employing 2,000 does not affect the economy of a city of 200,000 as greatly as a Montana copper mine's lay off of two-thirds of its work force of 3,000, nor as greatly as the 80 percent unemployment rate in the one-industry towns surrounding the Mesabi iron ranges in Minnesota. Riffed teachers have not moved from the classroom to the dole line as have laid off miners and workers in industry; riffed teachers have become almost invisible. No support groups, either of concerned professionals or sociologists, have formed around them nor have they organized to champion their own causes. If they are to remain in education the problem is too few jobs for seasoned, and often over-qualified, competitors. If they are to leave education they must critically assess their current skills and knowledge and close the gap between these and the skills needed for anticipated future careers. As a basis for accurate predictions, data must be gathered describing the current status of this group. What has happened to these teachers? What adjustments have they made to the changes brought

about by RIF? Perhaps a forced change has been welcomed and benefits realized, perhaps not.

The profession has an obligation to learn the effects of RIF on its members. Collecting, reporting, and summarizing data of the known effects will provide information for those who anticipate a similar change in their work patterns. At this time the literature contains only an occasional article, written in humor or bitterness, by a teacher whose position has been eliminated.

Perhaps the adjustment has not been as difficult as has been believed. Knowing what to expect is a major coping strategy. Professionals at the Menninger Clinic in Topeka, Kansas, who deal with adults making life adjustments, recognize the ability to anticipate as one of the most valuable strategies for successful adjustment. They have recognized that healthy people anticipate with vigilance, seeking knowledge and control. Even though the threat is serious, anticipating the environment in an unbiased way will usually provide the needed control. Realistic, preparatory information will serve as a "stress innoculator." This study will provide some of that information. Without a body of comprehensive data (and none presently exists), of the effects of job loss on educators, it is impossible to establish any points of reference for teachers who might face future termination. Documenting

the reactions of those who have had the experience can make those who are in danger of being riffed better prepared to deal with that reality.

Statement of the Problem

Educators must face the reality of RIF. The problem is to deal with RIF in a humanistic way resulting in the greatest benefit to the school district and the least harm to the individual. In order to find the most appropriate ways of handling RIF, it is necessary to obtain information from teachers who have experienced it. The purpose of this study was to learn some of the effects of having been riffed on the lives of secondary school teachers in Iowa.

The questions on which the study is based sought information from selected respondents on:

1. age
2. sex
3. years of seniority
4. date of termination and recall
5. stress-related illnesses
6. life-style changes
7. accepting or rejecting recall
8. recall to different subject/grade level
9. career change
10. economic gain or loss

11. usefulness of teaching skills in career change
12. relocating to obtain employment

Limitations

This was a descriptive study of adjustments made to job loss by career teachers. Data on the economic, career, personal and social effects on riffed teachers was collected and used to partially describe what happened to this segment of education's work force. The study was limited to three multi-high school districts in Iowa with K - 12 enrollments exceeding 3,000 and in which there was a necessity to terminate staff as a result of declining enrollment and reduction of revenue. Generalizations that similar adjustments have been made by teachers in larger or smaller school districts, or in geographic areas where enrollment decline and economic factors have not been strongly felt, cannot be made.

CHAPTER TWO

Review of the Related Literature

General Characteristics

There has grown, in the decade of the 1980s, a substantive body of literature related to the subject of Reduction-in-Force: RIF. The topic has generally been approached from all sides save one, that of the riffed teachers. Boards of educations' points of view have been examined in the journals as have personnel departments', unions', curriculum coordinators', state legislatures', building principals' and PTAs'. Little has been written, however, of the impact on the teacher, on his/her lifestyle, altered status in the family and in the community, on self-esteem and mobility.

Most of education's experience has been with growth. It is ill-equipped to manage decline.[1] In February 1982, nineteen current articles on RIF were cited by Faas in a paper presented to the Association of Teacher Educators in Phoenix, Arizona.[2] Of those nineteen, sixteen were on

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[1] Jan W. Jacobs, "The Challenge of RIF," NASSP Bulletin, 62 (December 1982), 75.

[2] Larry A. Faas, Characteristics and Stress Producing Factors in a Population of RIFFED Educators (ERIC ED 232 243), p. 3.

the legal aspects involved in riffing teachers. Only three contained sections which discussed the effects of having been riffed on the person who received the notice. The Faas study's purpose, similar to the problem examined here, was to describe the characteristics of the riffed teacher. Based on 174 questionnaire responses from riffed teachers, Faas identified lack of job security and lack of local board of education support as the two major stress-producing factors. In a profession which has always traded low salary for job security, the loss of those two factors has had a far-reaching effect.

It has been estimated that in the United States alone 99,500 teachers have been laid off at least once since the end of the 1980-81 school year.[1] It has been predicted that the pattern will continue until 1990. According to U.S. Office of Education statistics from 1973-1983, enrollment in American schools dropped from 45.4 million to 41 million.[2] Secondary decline will bottom out in 1989 reaching a low of 12 million.[3] Teachers who have been riffed experience an identical routine in whatever school

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[1] William G. Scharffe, "Layoff is a Dirty Word," Phi Delta Kappan, 65 (September 1983), 60.

[2] Donald Thomas, Declining Enrollment, a People Problem (ERIC ED 226 431), p. 3.

[3] Jacobs, p. 75.

districts they teach: declining student population followed by lay off with recall coming to those with greater seniority; despair, humiliation and anger felt by those with less seniority.[1]

The Faas study is one of the few to describe the riffed population. He found 82 percent of the RIF notices had been received by females in his Arizona sample, and of those, one-fourth were over the age of forty. He hypothesized that this higher age group with less seniority had resulted from women returning to work after child bearing, or that they were wives of career transfers to the Southwest. He found in addition that 62 percent suffered the recurring phenomenon of having been riffed before.[2]

The full effect of RIF on education and educators has yet to be felt. Hunt and Hunt, completing research on the psychology of declining enrollment, predict that stress factors, which have always been present in teaching, are likely to be intensified by the fear of future unemployment and may well retard the efficiency of all teachers.[3]

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[1] Scharffe, p. 61.

[2] Faas, p. 5.

[3] David E. Hunt and Janice S. Hunt, On the Psychology of Declining Enrollment (ERIC ED 197 446), p. 32.

Supported by research from the effects of hospital closings, they generalize that teachers will suffer increased feelings of helplessness and loss of control of their lives. High cultural expectations may be responsible for what is referred to as the IFD syndrome: Idealization, Frustration, Demoralization. Occupation is so closely woven into individual identity in Western society that any tampering with the work order produces a negative reaction. Hunt and Hunt conclude that "skidding," a downward job-status change, is more harmful to self-esteem that a brief period of unemployment.

Other authors find similar characteristics. Gehrke and Sheffield blame both the threat and reality of RIF for the exit from teaching of the highly qualified, and a decline in the quality of work life even among the non-riffed, resulting in an eventual decline in the quality of instruction.[1] Gehrke and Sheffield's conclusions were based on a study of 1,100 high school teachers in one school district. Results illustrated the career mobility effects of riffing, particularly on women and minorities. Those who can move within the organization grow and those who are "stuck" have unproductive behavior. During times

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[1] Natalie Gehrke and Rosemary Sheffield, Rif-Recall as Symbol and Signal: The Differential Effects of Riffing on Teacher Exit Choices (ERIC ED 247-357), p. 22.

of expansion, teachers could move to what they perceived as better schools and/or better classes and thus experience the feeling of growth. These authors found that women, minorities, and fine arts teachers who were riffed tended not to return; some were riffed and resigned immediately (the majority industrial arts teachers with saleable skills); some resigned rather than take a less desirable assignment. By 1982 the district studied had developed an early retirement incentive, taken by 15 percent of the teaching force. Of those who were riffed and returned between 1975-1982, the average teacher moved three times, unable to gain seniority in any building. The numbers of those teaching outside their subject areas increased and the average number of daily class preparations went from 2.77 to 2.84.

The study found that those who were "stuck" began to act "stuck," by becoming territorial and acting as vocal complainers who blocked change. The district studied was criticized by these authors for its response to RIF. The authors believed alarm should have been exhibited at the large number of resignations. Instead this district exhibited relief.

Major questions to be asked are: How should school districts and communities react when faced with the necessity to reduce staff? Is there a best way to reduce the

impact on the riffed teacher, on the educational process and on the community?

Employer's Obligation

An hypothesis was tested by William Phelan in eighty-nine Massachusetts schools in the fall of 1980. The hypothesis stated that districts whose RIF policies include performance criteria as well as seniority will find a greater desire on the part of teachers to be involved in decision making.[1] His examination of data, however, revealed little support for the hypothesis. Districts with quite different criteria for handling enrollment decline showed small differences in teacher preferences for decision-making participation. Teachers did not seek decision making over appointments, promotions, transfers, and releases.

Not all districts have had negative experiences from attempting to involve teachers in decision making. Another district in Hampshire, Illinois, also interested in shared decision making, established a Theory Z Council.[2] This district of twenty-one schools had a 1974 enrollment of

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[1] William T. Phelan, Teachers Under Duress: Some Effects of Declining Enrollment and District Staffing Policies (ERIC ED 247 357), p. 6.

[2] Carl Brooks, Reducing the Impact of RIF - An Inventive Program (ERIC ED 249 620), p. 4.

13,000, which dropped to 10,500 in 1981. A budget reduction of $1.5 million resulted in the need for staff reduction. The Theory Z Council, made up of six administrators and nine teachers, formed the Transfer Council. In the next year thirty-nine teachers were transferred to other teaching assignments within this school district. The Council, eventually composed of eleven teachers and seven administrators, released forty-five non-tenured teachers, fifty-two tenured teachers, and transferred eight. This Council developed an incentive program for early retirement, leaves of absence for study, and retraining to teach in areas of shortage, of which forty-eight teachers took advantage, thus reducing RIF from fifty-two to four..

The state of Michigan riffed 3,823 teachers in September 1982. In an effort to reduce the fear and frustration of riffed professionals the Michigan Institute for Educational Management held seminars across the state to help school districts advise and assist these laid-off employees in seeking new careers.[1] The Institute also suggested that school districts offer unpaid leaves of absences for study, with tuition paid by the districts. In Lansing, forty teachers took such leave at a cost to the district of ten to twelve thousand dollars per teacher, a total of $480,000. Forty lay offs would have cost

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[1] Scharffe, p. 61.

$513,000 in unemployment insurance. The district saved $33,000. The greatest benefit, beyond cost saving, was that the forty teachers did not suffer the secondary effects of lay off. Other alternatives offered by the Michigan Institute were job sharing and early retirement bonuses.

To meet a perceived obligation to riffed staff members, Waterford, Michigan presented seminars on making self-assessments, building confidence, writing resumes, and exploring alternative careers. This district sponsored a recruiting fair to which it invited education suppliers and local industries. Fifty riffed teachers left with job offers. Other authors agree that communities which organize to find jobs for displaced employees provide strong psychological support to riffed teachers through community awareness.[1]

In an AASA address in March 1982, Donald Thomas stated that schools can derive benefit from declining enrollment.[2] He suggested that schools staff on mid-year, rather than September enrollment, adopt early retirement incentives, terminate for cause, retain riffed teachers as substitutes, teach everyone to become a project writer to obtain outside

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[1] Hunt and Hunt, p. 32.

[2] Thomas, p. 6.

funds, and to retrain secondary school teachers for elementary school positions where there are typically more vacancies.

In order to make room for junior faculty it is in an institution's best interest to help stagnating faculty find other careers and to provide ethical and practical assistance in building viable career futures outside of education by learning to identify transferable skills. A comprehensive faculty development program is needed which includes elements related to career transition. A 1976 study conducted by the National Science Foundation, reported finding few mid-career programs for faculty. Those in existence were aimed at retooling within the educational field.[1] Benner and Potter state that institutions should assume an administrative responsibility for faculty development with visible support for the goal of faculty growth. A climate should be provided for development plus concrete aids in creating faculty self-awareness and support from others in similar stages of transition; in creating skill in assessing one's own abilities, interests and values; and providing resources for those undergoing career crises.

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[1] Richard S. Benner and David L. Potter, "Life/Career Planning and the Liberal Arts," Liberal Education, 67 (Spring 1981), 71.

There are school districts and state teachers' associations that have recognized these needs and have begun to answer them with programs, some provided with the cooperation of the business community. Massachusetts is an example. The Massachusetts Teachers' Association predicted that 8,000 to 10,000 teachers would not be rehired for the fall of 1982, leaving about 10 percent of all teachers in the state unemployed.[1] In the midst of this retrenchment, the state had a growth industry: high technology.

Massachusetts colleges cannot graduate enough people to meet that industry's manpower needs. In December 1981, DATA Inc. offered a day-long conference attended by 350 teachers who paid thirty dollars each to be told that the kind of talent represented in the room was exactly the kind of human resource the high-tech companies were looking for. Subsequently DATA Inc. offered a twenty-six week course, free to riffed teachers, through a $79,000 federal grant to the host school, Keefe Technical School. The Massachusetts High Tech Council wrote objectives for the course based on entry-level skills required by industry. The thirty-three teachers who enrolled in the first class

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[1] Richard Bumstead, "From Classroom to Computer Terminal," American Education, 17 (May 1981), 26.

were, according to reports from instructors, angry and frustrated about what had happened to their careers and terrified at learning what was totally alien to them. Most sincerely wished to return to teaching and none would have sought a career change had they not been forced by circumstances to do so.

Keefe accepted one of every ten applicants to take the Computer Aptitude Test Battery developed by SRA. The tests measured verbal aptitude, number ability, diagramming, reasoning, letter sense, and logic. Candidates were then interviewed and thirty-three riffed teachers were accepted for the 780-hour course. The class was composed of twenty women and thirteen men. One-third had taught less than three years, victims of the last in-first out syndrome. Eighteen were from humanities related fields, twelve from science, and three had been counselors. There proved to be no correlation between background and success in the program; one of the most successful graduates was an elementary music teacher. As a result of excellent state-wide publicity for the program, all graduates were placed in what had become a job seekers' market. The Keefe Technical School staff had estimated that graduates would earn $14,000-$16,000. Instead the average starting salary was $18,300, $4,000 more than the group's average previous earnings from teaching. The success story

illustrates that a non-technical background is not an insurmountable barrier and that teachers can take highly valued skills to industry. They are already professional people with training and experience who are planners, organizers, and evaluators. Teachers have the conceptual background to become systems designers and programmers, and need only to learn the languages of computers. Participants in the program learned, as have others, that no one should reject a career in such a high-tech area on the assumption that his or her skills have no relevance. The Massachusetts Department of Education is presently looking at four new applications from vocational education schools to replicate the Keefe Technical School program for which there will again be no charge to riffed teachers. Industry has discovered that teachers are mature adults, have good work histories, are easy to train, and easy to place. Perhaps industrial leaders have been easier to convince than the affected teachers.

Many teachers envision themselves as having few alternatives, that they are trained for scholarship and little else. The world of non-academic work threatens some academicians' cherished images of self. Education has always guaranteed its members a rather employment secure

and status secure career.[1] In the new labor market the individual no longer controls his occupational status and destiny and must compete with those of different backgrounds and experiences whose proven ability to get good grades is not necessarily a decisive factor. The academician's and the non-academician's ignorance of one another's work settings contributes to attitude problems.

The analysis done by Benner and Potter reveals similarities and differences between education and other work settings. Educators tend to view what other people do as plain "work," professionals call what they do "practice," and teachers speak of "discharging academic responsibility." Schools are places to teach and are not usually spoken of as organizations. Those are places other people are employed to do work. And yet both are places of employment and are found to be much the same in terms of bureaucracy.

Larson found that the education profession needs to help teachers identify tactics and capabilities within their own spheres that might transfer to another work place as good people with creative ideas and years of successful teaching seek work outside of education. There are ways of assessing skills that these years of teaching have polished and perfected and to match them to a potential

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[1] Benner and Potter, p. 73.

job market. With a proper attitude and institutional support the job crisis can be a creative time for exploration and discovery.[1] As the educator asks "At what am I best? For what do others ask my help? What gives me meaning and enjoyment?" he or she develops a list of skills which are applicable to a new context: managing others' activities, delegating, counseling, scheduling, reporting accurately, handling role conflicts, and meeting competing demands. Resolving all of these require the same abilities needed to function and solve problems in other work places.

Skills that faculties already have will assist them in coping with a whimsical job market which, nationally, includes 30,000 job titles, which has a 4 percent turnover of the labor force each month, where 80 percent of all good jobs are not advertised and 48 percent are found through relatives or friends.[2] The problem teachers face is too few jobs for seasoned and often over-qualified competitors. To succeed, the teacher must narrow the gap between current skills and knowledge and what will be needed in an anticipated future career. Teachers should realize that they

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[1] Richard S. Larson, "Taking Your Transferable Talents to Market," The Clearing House, 53 (November 1979), 151.

[2] Benner and Potter, p. 80.

spend most of the day in contact with others and that the human and communication skills necessarily developed to do this are perhaps the most valuable and useful to prospective employers. These employers have confidence that the skills of successful teachers, such as good judgment, intelligence, imagination, and the ability to write clearly and concisely can increase corporate productivity.

The Selection Process Outside the United States

In many school systems, seniority has become the sole criteria for RIF. Outside the United States, however, some very different procedures have been established. In March 1978, the Toronto Board of Education in Canada held a lottery of 500 elementary teachers who had been hired since 1975.[1] One hundred and thirty were drawn from the lottery and were terminated at the end of the 1978 school year. Another 130 were teminated the following year. The authors, Hunt and Hunt, regarded the lottery as fair. There are, however, effects on those persons terminated by lottery procedures. Research into national draft lotteries has shown that those affected had significantly less faith in their capacity to order their own lives.[2]

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[1] Hunt and Hunt, p. 27.

[2] Ibid., p. 28.

In Great Britain's county of Staffordshire, 419 teaching positions were eliminated in 1979.[1] The method proposed by the County Council was one in which teachers who lost jobs were allowed to nominate a colleague who should be riffed instead. Not surprisingly, British teachers' unions, the National Association of Schoolmasters, and the Union of Women Teachers urged political activity in an attempt to force a boycott of what came to be called, "The Staffordshire Procedure." Unions were clearly worried about the establishment of such a procedure. As teachers' organizations try to promote acceptance and inclusion, such policies as Staffordshire's introduce competition and exclusion. A practice which appears right and responsible from one point of view may appear counterproductive from another. Such impersonal treatment of teachers may aggravate an already demoralized profession.[2]

It has been noted that England reduced 419 positions in one county alone. Data shows that England and Wales, in 1980, had 9,800 full-time primary and secondary

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[1] Richard Garner, "Redundancies Loom After Spending Cuts," Time Education Supplement, 3366 (December 26, 1980), 3.

[2] Susan Moore Johnson, "Performance - Based Staff Layoffs in the Public Schools," Education Digest, 56 (November, 1980), 70.

teachers unemployed.[1] In 1985 Australia will have 70,000 unemployed. The Netherlands is reducing teachers at the rate of 4,000 each year until 1986. Yugoslavia, even with its planned economy, had 500 surplus teachers in 1980. The international effect on education is general job insecurity and belief that governments are not adequately supporting education. Garner writes of the spectre of teachers moving from the classroom to the dole line. In 1980 five to six thousand jobs were saved in Great Britain through early retirement incentives, but another round of cuts found none close enough to retirement age that early retirement was chosen. The Department of Education for England had as its target reducing the number of teaching jobs by 41,000 over the three-year period 1981-1984. This will be impossible through attrition and will have to be met with "compulsory redundancy," the British parallel of RIF. Teachers' unions are opposed to compulsary redundancy, but are expected to "come around."[2] As an alternative to compulsary redundancy, a practice termed "redeployment" has been implemented in

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[1] H. Wilce, "Morale Sinks as Jobs Go," Times Education Supplement, 3398 (August 14, 1981), 6.

[2] Richard Garner, "Putting Off the Evil Moment," Times Education Supplement, 3375 (February 27, 1981), 12.

England. One method of such redeployment to have been successful was implemented by the Lincolnshire Education Committee which, in the fall of 1980, declared 133 teachers "redundant" because funds were inadequate to meet the payroll. These teachers were offered alternative jobs outside of education with the county paying commuting expenses to the new job site.[1] When the Prime Minister publicly stated that teachers would just have to move to where the jobs were, one author replied that he knew of two vacancies and they were both for neuro-surgeons.[2]

Seniority

Both here and abroad, seniority is a critical issue in any examination of Reduction-in-Force. As stated earlier, it has frequently become the sole criterion; the formula is last hired-first fired.[3] Teachers' unions have generally opposed the subjectivity implied in any other approach, such as one based on competency.[4] This is ironic as Johnson describes how the concept of seniority

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[1] Garner, p. 12.

[2] Ted Wragg, "Law of the Jungle," Times Education Supplement, 3360 (November 14, 1980), 7.

[3] Ralph M. Burke, Jr., "Don't Be a Slave to Seniority When Developing RIF Procedures," American School Board Journal, 170 (July 1983), 20.

[4] Burke, p. 21.

has made its way in from the industrial unions to teachers' unions.[1] Johnson sees some attempt to resist the use of seniority as the only criteria and to use merit or competency instead, but states that it is unlikely that this will succeed. New York, Pennsylvania, and Ohio have state statutes supporting seniority as the criterion for riff. Pennsylvania had a merit-seniority formula for staff reduction similar to Oregon's, but pressure from teacher organizations forced the legislature to remove the merit portion of the formula, leaving seniority as the sole criterion. While Massachusetts has no riff legislation, four districts within the state were involved in a study using performance criteria (merit) to determine the order of lay-offs in response to declining enrollment.[2] All four of these districts have contracts stipulating seniority as the basis for staff reduction if measures of performance and qualifications do not discriminate sufficiently among staff members.

One of the four districts trained administrators to prepare complete, fair, and legally definsible evaluation instruments. This district, in the 1978-1979 school year, reduced its staff by 23.8 percent based solely on

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[1] S. M. Johnson, "Seniority and Schools," Phi Delta Kappan, 64 (December 1982), 259.

[2] Johnson, "Performance," p. 70.

written evaluations. In the process the district's personnel director read the five most recent evaluations for all teachers in the vulnerable disciplines, scoring each on a one to five scale. Those ultimately laid off had composite scores below 2.8. Sixteen of the positions reduced affected non-tenured teachers and seven affected tenured teachers. Seniority was the determining factor in only one decision when the written evaluation did not reveal a significant difference in performance.

At the second school district in Johnson's study the reductions in the 1978-79 school year were covered by attrition. This same year the third school district riffed the two least senior teachers. This district has a contract which does not provide for formal evaluation of either teachers or administrators and uses no standard evaluation instrument. Performance based lay off would not be legally defensible in such a situation.

The fourth Massachusetts district studied, reduced fifty-seven teachers in the 1978-79 school year and another twenty the following year. These reductions were based on seniority only. The school district policy required annual written evaluations but the policy was not adhered to. A variety of instruments were used.

Contract language and policies in these four school districts were found to have little resemblance to actual

practice and none of the teachers' organizations had pushed for straight seniority language in contracts. The two districts which were determined to use performance as a basis for lay off were communities of primarily professional prople with superintendents who were relatively new to the community and were therefore free from commitments to traditional practices and owed no obligations to senior staff members. Each of these districts had also developed a procedure for monitoring both new and tenured teachers. In addition, each had developed district-wide evaluation instruments, laying a basis for the standardized evaluation required for performance-based lay off.

The other two Massachusetts districts Johnson studied were divided on the issue of performance vs. seniority-based lay off. These communities were made up largely of municipal and industrial workers who may have been more likely than the professional community members to support traditional, labor-oriented, seniority practices. The superintendent in each of these districts had served in his position for many years with close relationships existing with senior staff members. Each was ambivalent on the performance/seniority issue. Staff in these districts had neither been regularly evaluated nor disciplined for poor performance, and were resistant, during a period

of staff reduction, to the introduction of standardized evaluation procedures. These interrelated institutional factors seemed, in the districts studied, to have determined lay off practices.

The principals interviewed by Johnson were reported to be interested and generally well informed about the issues of evaluation and RIF, but also saw a need to foster collegial relationships with staff members which sometimes become strained in dealing with written evaluations. The essential purpose of the written evaluation must change and the principal who thought of himself as a teacher of teachers is now cast in the role of a judge. The principal is also seen as having less freedom in shaping the unique character of the school since conformity is needed in evaluations conducted for the purpose of performance based lay offs.

The necessity for conforming to system-wide policies is having effects in other areas as well. Principals perceive a change in their own roles from advocate to adversary. There is a deterioration in teacher-principal cooperation and diminished teacher commitment. System-wide policies result in some loss of identity, autonomy, and flexibility for local schools.

One suggestion Johnson makes from her study of RIF procedures in Massachusetts is that staff might be grouped in clusters on the basis of performance rather than grouped

on the basis of subject area credentials. Within each performance-based cluster seniority would be used as a basis for lay off. Teachers clustered with satisfactory performance would be freed from worry about job security.

It has been said that school boards "talk" merit, but really prefer the politically less troublesome standard of seniority.[1] The advantages of the seniority system are strict equality of treatment and the elimination of both patronage and the possibility of administrative abuse. It also minimizes the uncertainty in teachers' minds of who is next in line for RIF. The disadvantages, according to Johnson, are a compromise in the quality of education, the elimination of program, and the loss of allegiance to schools and communities as teachers experience frequent transfers. There is also an inherent danger that recently gained racial and ethnic diversity on teaching staffs will be lost.[2] Johnson believes, however, that seniority can be regulated and moderated to preserve the diversity and specialization that has been built into schools' programs.[3]

In two communities teachers' unions have opposed and

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[1] Johnson, "Seniority," p. 261.

[2] Ibid., p. 262.

[3] Johnson, "Performance," p. 71.

sought court decisions on the use of any criteria other than seniority on which school districts could base lay off. The Atlanta, Georgia, Board of Education won the right, over union opposition, to base lay offs on judgments of competence rather than seniority.[1] Fairfield, Connecticut developed RIF rules in close cooperation with faculty representatives which used the same general guidelines as those used for hiring. The Fairfield Board won the right to lay off within subject categories using supervisors to judge teaching performance.[2]

Human Relationships

Jan Jacobs writes in Phi Delta Kappan that it is critical to recognize the change in human relationships brought about by the traumatic events of RIF.[3] "As we watch the relentless decline of enrollment and the erosion of the economy, we realize how deeply affected we are by events which seem to be beyond our sphere of influence. Too many people are infected by a feeling of helplessness." This author quotes Archibald MacLish who views education as experiencing a "great frustration today in a numb,

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[1] "A New Wrinkle: Competence Counts," Newsweek, 97 (June 1, 1981), 69.

[2] Burke, p. 21.

[3] Jacobs, p. 76.

unformed, persistent sense that we have somehow lost control of human affairs, what our ancestors would have called our destiny."[1] Another author, C. H. Hill, recognizes that RIF is not ordinarily a surprise, but terrifying anyway. Its victims suffer a sense of personal failure coupled with the harsh financial reality of an "horrendous" job market. Hill defines education as, "a declining profession in the midst of economically difficult times."[2]

Parallels to Industry

There are many parallels drawn between education and industry, which is not as inexperienced in the area of laying off personnel. The parallels are in learning how workers cope, or learn to cope, and what common characteristics declining industries possess. In research completed at Stanford University Jacobs describes three of the common characteristics that declining industries possess as, (1) aging staffs with incumbents remaining in positions longer, (2) low morale, (3) incumbent staff guarding positions at the same time that they express dissatisfaction with those positions.[3]

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[1] Jacobs, p. 78.

[2] C. H. Hill, "When the Ax Falls: RIF, Do You Know Your Rights," School and Community, 69 (March 1983), 13.

[3] Jacobs, p. 78.

Lay off in industry has been so frequent and so convenient to researchers that all aspects of the effects on the worker have been studied. Kasl and Cobb conducted a two-year study of one hundred 35-60-year-old males whose jobs were abolished as a result of a permanent plant closing. Their hypothesis, that terminated employees would become overall cardio-vascular risks, was not supported. The researchers identified four phases of job loss: anticipation, plant closing, unemployment, reemployment. Changes in blood serum, cholesterol, blood pressure, body weight, pulse rate, and rates of cigarette smoking were examined in relation to the four phases of job loss. The cardiovascular risk of the study's subjects never exceeded the levels of the seventy-four controls and any stress effects seemed to be self-limiting.[1] If it can be inferred from this study that lay off does not have dramatic physical effects, other studies do show serious social and emotional effects on terminated employees and economic effects on the communities in which they live.

In 1983 Anaconda Copper, in Butte, Montana, laid off three thousand workers, two-thirds of the local work force.

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[1] S. V. Kasl and S. Cobb, "Strategies of Research on Economic Instability and Health," Psychological Medicine, 12 (August 1982), 638.

The local payroll was reduced by fifty-six million dollars and the county tax base dropped from nineteen to eleven million dollars. A 20 percent tax increase was required to replace the loss. Butte had a resulting jobless rate of 14 percent; Hibbing, Minnesota had at that time a jobless rate of 80 percent.[1] In Minnesota's Mesabi iron range only one of eight iron ore mines has not had a shut down. The area has seen a sharp rise in the numbers of problems related to alcohol and child abuse. Home mortgage foreclosures doubled from 1981-1983. The president of United Steelworkers Local 1938, representing U.S. Steel and the "huge and silent" Mintac Mining facility was quoted as having seen, "every problem you can think of from family break-ups and depression to those who have withdrawn from everything."[2] The problems associated with mobility are the same with terminated employees in every work group. Many leave the area to seek work elsewhere. Others are financially unable to leave or are bound by loyalty to the region or to local extended families.

Another example was found in Silver Valley, Idaho, where unemployment was 35 percent in 1983. State job

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[1] R. Sandza and J. McCormick, "Misery in the Minefields," Newsweek, 100 (December 6, 1982), 115.

[2] Ibid., p. 116.

service had an 800 percent increase in its case load and workers recently earning in excess of $60,000 a year are now on unemployment.

There are no statistics from RIF in Education to compare with those in Sudbury, Canada which show that the closing of INCO's nickel plant resulted in a one hundred and twenty million dollar wage loss to the city's merchants.[1] Indeed, riffed teachers have been described as almost invisible. Relatively few have contested RIF notices. Many authorities in the field believe that education, above all employers, has an obligation to support its employees through this period. The suggestions offered by these several authors vary little in content. Those listed by Jacobs will serve to summarize:[2] School districts should be involved in human relations. They should offer riffed teachers letters of recommendation clearly stating that the reason for termination was declining enrollment, not incompetency. Districts which have had to terminate should send information to districts that need new teachers regarding the availability and qualifications of laid off personnel. State and local employment programs should assist teachers in preparation

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[1] I. Austin, "Living Under Shadow," Macleans, 95 (October 18, 1982), 10.

[2] Jacobs, p. 81.

for career changes and teachers should be offered psychological support services and practical job hunting techniques. In addition, school districts should establish incentive programs including alternate employment leaves and early retirement incentives.

Concurrent Problems

Mobility and career change become important factors for riffed teachers to consider. Research by Bloland and Selby shows men as more apt to change careers than women.[1] Benner and Potter use the term "floating faculty population" in their writing to describe those unable to pursue a traditional career path.[2] The Bloland and Selby study of 190 recent graduates of Harris Teachers College in St. Louis, Missouri, reported that men are far more apt to leave teaching for other professions than women. If marital status is included with sex as a variable, findings show four relatively distinct populations of career change: single males are the most mobile and tend to move out of education; married males are able to move but tend to remain in education in administrative or supervisory

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[1] Paul A. Bloland and Thomas J. Selby, "Factors Associated with Career Change Among Secondary School Teachers: A Review of the Literature," Educational Research Quarterly, 5 (Fall 1980), 15.

[2] Benner and Potter, p. 80.

positions; single women are third most free to move, followed by married women. Both of these latter groups move out, not up, in education. The higher the educational level for all groups, the less mobility. This is true not only of education but of the private sector as well.

Within the academic community decades of automatic tenure have created heavily senior faculties. Federal law has now extended the retirement age to seventy. New teachers entering the field may face short term appointments and swift termination if currently employed senior teachers choose to remain. The personnel problems for education will be centered around two groups: the tenured faculty who may settle into complacency and the non-tenured faculty who become increasingly uncertain about their futures. The complacent or stagnating senior faculty who do not expand skills are familiar.[1] The limited flow-through of new people and new ideas may alter the quality of education. The diminished job security from declining enrollment and economic austerity will have another effect, not on the quality of education, but on the quality of the professional.[2] In 1976 New York City laid off

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[1] Benner and Potter, p. 82.

[2] Fred M. Hechinger, "Pessimistic Predictors Say Quality of Teachers, Training is Sliding Down," New York Times Service (July 12, 1981).

thousands of teachers. By the time the city could afford recall, one-forth chose not to return because they had found better paying jobs outside of education.

The success of the womens' movement has opened fields other than education to bright young women. College entrants avoid education as a major field of study for a variety of reasons. Pennsylvania Secretary of Education, Robert Scanlon, in Education U.S.A. referred to low beginning salaries of teachers and noted that it is only natural that salaries in the bottom one-third of the economy attract students in the bottom one-third of the college-going population.[1] According to Hechinger, among 1,200 teacher training institutions only about twenty-four are found to have programs which bright students would find challenging. Education as a career is less attractive to the best college freshmen than it has been in the past. The academic aptitude of high school seniors intending to teach dropped in 1980 to an average of 392 compared with 505 for English majors and 498 in the physical sciences.[2]

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[1] Robert Scanlon, editorial, Education U.S.A., 25 (August 1, 1983), 371.

[2] Hechinger.

Summary of the Literature

The literature relevant to Reduction-in-Force is, by nature of the subject, recent. The major findings are:

1. Both riffed teachers, and teachers who remain, experience anxiety and uncertainty. Those who remain may be categorized in one of two groups: tenured and complacent or untenured and uncertain.

2. Teachers can be successfully trained for alternative jobs in business and industry. Their communication and human relations skills are valued in the private sector.

3. There are alternatives to RIF, some of which are as cost effective as termination and all of which result in less human trauma.

4. Education can learn much from industry. A great deal of research has been conducted on the effects of industrial unemployment. While negative psychological effects have resulted from termination, there was no evidence found to indicate that laid off workers suffer long-lasting adverse physiological effects.

5. Some combination of a merit-seniority system to determine which teachers must be riffed will result in the highest staff morale and the least damage to the instructional process. Teachers have not been found to seek positions of decision making in the RIF process, but have been found to be effective when they were involved. Courts have

supported school districts' efforts to use merit-seniority rather than seniority alone in RIF procedures.

6. Merit-seniority staff reduction must be based on a standardized evaluation of performance within a school district.

The problem is to deal with RIF in a manner which is least harmful to all affected. In order to provide information which might contribute to the problem's solution, this study collected data which reported altered life styles including economic gains/losses, relocation, and career changes by riffed teachers. Age, sex, seniority, and teaching disciplines were reported. The study sought riffed teachers' opinions of their stress tolerances and asked them to report physical and/or emotional effects.

Based on the literature, and related to the questions contained in the Reduction-in-Force Questionnaire, this study expected to find:

1. the youngest teachers riffed in the greatest numbers
2. males and females terminated in nearly equal numbers at the secondary level
3. a high degree of distress, anxiety, and uncertainty among riffed teachers
4. life-style adjustments having been made to accommodate an expected or experienced loss of income

5. riffed teachers having no particular difficulty moving into business or service positions which paid well
6. those who changed careers discovering that teaching skills had given them a good preparation for a variety of work experiences
7. riffed teachers moving to other locations in order to find employment
8. school districts "over-riffing" and later recalling as a measure of self-protection against unbalanced budgets

The presentation of the data will show some of these expected findings to have been fairly accurate; others were not descriptive of the population studied.

CHAPTER THREE

Methodology

Many Iowa school districts have been faced with declining enrollment and proportionate loss of revenue, and have terminated teachers for those reasons between 1980-1983. The three districts selected for this study were multi-high school, Iowa districts categorized by the Iowa Department of Instruction as size VII, with enrollments of more than 3,000 students.

Personnel directors of the three districts were contacted as a source for RIF figures in their districts and for names and addresses of riffed teachers. Because the number was manageable, the entire population of riffed secondary teachers from the three school districts during the specified time period was included in the study. A questionnaire was sent by direct mail containing questions designed to provide data on the impact of RIF on the economic, career, personal, and social patterns of those affected employees. Information sought included: The economic benefits and/or losses to teachers; the teachers' perceptions of the applicability of their own professional skills to a career change; personal and/or family mobility as an incentive or deterrant to career change or to another teaching position; physical or emotional distress possibly

related to RIF; social changes resulting from an altered life style; positive or negative effects of being forced to consider a career change.

The questionnaire was validated by members of the original dissertation committee and a representative sample of teachers not involved in the study. Appropriate revisions were made as a result of these reviews. Once validated, the questionnaire was mailed directly to 212 riffed teachers, accompanied by a cover letter which defined the population and explained the purpose of the study. Copies of both the questionnaire and the cover letter are included in the Appendix. Two weeks after the initial mailing a second request for participation was sent to those who had not responded. Results of the study were offered to participants.

Data for the study were drawn from the responses to the questionnaire. Tables were used to present actual numbers and percentages of responses to questions grouped around the four major categories of effect: economic, career, personal, and social adjustments. Responses were also grouped and crosstabulated according to sex, subject area, age, length of service, and school district. Comparisons were made of responses of group within group by number and percentage. The data were summarized, analyzed, and presented with a narrative discussion and conclusion.

CHAPTER FOUR

Presentation of Data

The data for this investigation were collected from responses to a twenty-item questionnaire mailed to 212 Iowa teachers who had been riffed from their teaching positions between 1981 and 1983. These teachers were from three multi-high school districts in Iowa: Waterloo, Cedar Rapids, and Des Moines. A total of 148 questionnaires were returned. Five were blank with notes to the effect that the recipient did not wish to participate or had resigned prior to termination; sixteen were returned to sender, address unknown; the balance of 127 was complete with usable data. Of the valid returns, 10.2 percent were from Waterloo, 26.8 percent from Cedar Rapids, and 63 percent from Des Moines, as shown in Table 1.

Table 1

Overall Frequencies for All Returned Questionnaires

	Number	Percentage of Total
Waterloo	13	10.2
Cedar Rapids	34	26.8
Des Moines	80	63.0
	127	100.0

The largest number of terminated teachers in the composite total was in the 31-40 age group. Fifty percent (63) was in this category. Thirty-nine percent (49) was in the 22-30 age group; 9 percent (12) was 41-50 years of age and 2 percent (3) was 51-60. Eighty-eight percent of the total number of respondents was under forty years of age. See Table 2.

Table 2

Age Category Frequencies of Respondents

Age	Number	Relative Percentage	Adjusted Percentage
22 - 30	49	38.6	38.6
31 - 40	63	49.6	49.6
41 - 50	12	9.4	9.4
51 - 60	3	2.4	2.4
Total	127	100.0	100.0

Of those responding to the questionnaire, females were terminated over males by a wide margin. Sixty-four percent (81) of the total respondents riffed were female compared to 36 percent (46) male. This occurred in a work force with nearly a 1:1 male/female ratio before RIF. See Table 3.

Table 3

Sex Frequencies of Respondents

Sex	Number	Relative Percentage	Adjusted Percentage
Female	81	63.8	63.8
Male	46	36.2	36.2
Total	127	100.0	100.0

The mean number of years of employment in the district from which they were terminated was 3.5 for all subjects in the study. Responses show a tri-modal frequency of one, three, and four years of experience with twenty-two teachers in each of those three categories. Years of district seniority ranged among the respondents from zero to twelve. See Table 4.

Teachers were terminated from all disciplines. The largest single group was riffed from special education, followed by physical education, English, home economics, and industrial arts in order. Twenty-one percent of the respondents had taught in a variety of programs classified as "other" including English as a Second Language (ESL), Chapter I, foreign language, drivers' training, drama, work-study, health, Title VI, reading, and library science. See Table 5.

Table 4

Years of Seniority of Respondents

Years	Number	Relative Percentage	Adjusted Percentage
1	22	17.3	18.3
2	20	15.7	16.7
3	22	17.3	18.3
4	22	17.3	18.3
5	16	12.6	13.3
6	11	8.7	9.2
7	3	2.4	2.5
8	2	1.6	1.7
9	1	0.8	0.8
12	1	0.8	0.8
* 0	7	5.5	Missing
Total	127	100.0	100.0

* These seven cases were first-year teachers and thus reported no seniority in the district from which each was riffed.

Twenty-six percent (33) of the respondents indicated that they had, as a result of being riffed, suffered from illnesses recognized as stress-related. Ten of these individuals reported that their stress-related illnesses have continued. Ninety-two subjects reported no illness related to stress at the time of termination. Many, however,

reported vague feelings of anxiety, uncertainty, and unease. Comments relating to worry and anxiety appeared on twenty-nine returned questionnaires in addition to those thirty-three who considered those feelings severe enough to be termed "illness." See Table 6.

Table 5

Academic Disciplines from Which Respondents Were Riffed

Academic Discipline	Number	Relative Percentage	Adjusted Percentage
Art	5	3.9	3.9
Business	8	6.3	6.3
Ind. Art	9	7.1	7.1
Home Ec.	9	7.1	7.1
English	10	7.9	7.9
Math	8	6.3	6.3
Music	6	4.7	4.7
Science	7	5.5	5.5
Soc. Sci.	5	3.9	3.9
Spec. Ed.	20	15.7	15.7
Other	27	21.3	21.3
Phys. Ed.	13	10.2	10.2
Total	127	100.0	100.0

Table 6

Respondents Identifying Stress-Related Illness Resulting from RIF

Illness	Number	Relative Percentage	Adjusted Percentage
Yes	33	26.0	26.4
No	92	72.4	73.6
No response	2	1.6	No response
Total	127	100.0	100.0

A higher percentage indicated a change of life style as a result of RIF. Fifty-five percent felt a need to adjust activities ranging from eating out less often to selling homes and moving to less expensive, rental housing. Descriptions of a few of these changed life styles included:

- financial loss, $5,000 to move, trauma of selling house
- substantial pay cut
- cut expenses, moved to smaller house
- drastically changed spending and saving habits
- financial stress
- wife had to find work, child to day care
- entertainment, clothing budget limited
- had to forget buying house
- dropped out of union
- had to move
- improved, found better paying job
- had to sell home, give up custody of children
- moved back with parents
- have worked two jobs ever since
- standard of living changed greatly

- counted every penny
- unsure of ability to make payments
- drink too much, angry, reclusive life style

Fourteen (11 percent) of the respondents moved to obtain employment. This includes several who did not make a career change, but moved to take teaching positions in school districts other than Waterloo's, Cedar Rapids', or Des Moines'.

Riffed teachers in the four years 1980-1983 were subjects of this study. The largest number of teachers was riffed from the three combined districts in March of 1981. Ninety of the respondents to the study's questionnaire were terminated in 1981, fifty-one of the ninety (57 percent) in March of that year. This frequency was followed by June of 1981 when twenty-seven more teachers were riffed. With one missing observation, the total 126 were terminated: nine in 1980, ninety in 1981, eighteen in 1982, and nine in 1983.

The greatest number was also recalled in 1981, a total of seventy. Twenty were recalled in May, seventeen in June, and sixteen in August. The remaining seventeen scattered over an eleven-month period from January to November. One hundred and five of the respondents reported receiving recall: five in 1980, seventy in 1981, fifteen in 1982, thirteen in 1983, and two in 1984.

In a crosstabulation of the three school districts

used in this study, 63 percent of the completed responses were from teachers riffed from the Des Moines' schools, 27 percent from Cedar Rapids, and 10 percent from Waterloo.

The years of seniority of the 127 respondents ranged from zero to twelve, with a tri-modal distribution of highest frequency at one, three, and four years. Broken down to reveal figures for the three individual districts, the data shows the mode for Waterloo to be one year of seniority, for Cedar Rapids to be one year, for Des Moines to be three years. See Table 7.

While Waterloo had not terminated any secondary teachers (who responded to the questionnaire) with greater than six years seniority, Cedar Rapids' riffs extended to eight years seniority and Des Moines to twelve years. Twenty-five percent of the riffed teachers from the Des Moines District were in their third year of seniority, 18 percent in each of the second and fourth years of seniority, and 15 percent in the fifth year. It would appear that teachers with three years seniority were most likely to be riffed.

In the Cedar Rapids District 24 percent of the terminated group was in its first year of seniority, 22 percent in the fourth, 18 percent in the sixth. Forty-five percent of Waterloo's terminations were made among teachers with one year of seniority. See Table 8.

Table 7

Years of Seniority of Riffed Teachers by District

	Count Row % Col % Tot %	School Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Years	1	5 22.7 45.5 4.2	8 36.4 6.7	9 40.9 7.5	22 18.3
	2	2 10.0 18.2 1.7	4 20.0 12.1 3.3	14 70.0 18.4 11.7	20 16.7
	3	0 0.0 0.0 0.0	3 13.6 9.1 2.5	19 86.4 25.0 15.8	22 18.3
	4	1 4.5 9.1 0.8	7 31.8 21.2 5.8	14 63.6 13.4 11.7	22 18.3
	5	2 12.5 18.2 1.7	2 12.5 6.1 1.7	12 75.0 15.8 10.0	16 13.3
	6	1 9.1 9.1 0.8	6 54.5 18.2 5.0	4 36.4 5.3 3.3	11 9.2
	7	0 0.0 0.0 0.0	1 100.0 6.1 1.7	2 0.0 0.0 0.0	3 1.7

Table 7 (continued)

	Count Row % Col % Tot %	Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
(Years)	8	0 0.0 0.0 0.0	2 100.0 6.1 1.7	0 0.0 0.0 0.0	2 1.7
	9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.3 0.8	1 0.8
	12	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.3 0.8	1 0.8
	Column Total	11 9.2	33 27.5	76 63.3	120 100.0

Number of missing observations = 7

The male teachers riffed from all districts were more evenly distributed over the first six years of seniority as Table 8 shows. Ten males had three years seniority, seven one year, seven five years, six had two, six had four, and five had six years seniority.

Not all secondary subject areas were equally affected by RIF. Of the 127 valid responses from the three districts, the greatest number of terminations was in special education where 15.7 percent (20) of the total was made.

Following was physical education with 10.2 percent (13); English, 7.9 percent (10); industrial arts and home economics, each with 7.1 percent (9).

Table 8

Crosstabulation of Age and Years of Experience of Riffed Teachers

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Years	1	15 68.2 31.9 12.5	6 27.3 10.2 5.0	1 4.5 9.1 0.8	0 0.0 0.0 0.0	22 18.3
	2	9 45.0 19.1 7.5	6 30.0 10.2 5.0	4 20.0 36.4 3.3	1 5.0 33.3 0.8	20 16.7
	3	7 31.8 14.9 5.8	13 59.1 22.0 10.8	2 9.1 18.2 1.7	0 0.0 0.0 0.0	22 18.3
	4	6 27.3 12.8 5.0	13 59.1 22.0 10.8	1 4.5 9.1 0.8	2 9.1 66.7 1.7	22 18.3
	5	5 31.3 10.6 4.2	9 56.3 15.3 7.5	2 12.5 18.2 1.7	0 0.0 0.0 0.0	16 13.3
	6	5 45.5 10.6 4.2	5 45.5 8.5 4.2	1 9.1 9.1 0.8	0 0.0 0.0 0.0	11 9.2

Table 8 (Continued

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
(Years)	7	0 0.0 0.0 0.0	3 100.0 5.1 2.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 2.5
	8	0 0.0 0.0 0.0	2 100.0 3.4 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 1.7
	9	0 0.0 0.0 0.0	1 100.0 1.7 0.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.8
	12	0 0.0 0.0 0.0	1 100.0 1.7 0.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.8
	Column Total	47 39.2	59 49.2	11 9.2	3 2.5	120 100.0

Number of missing observations = 7

The fewest number of cuts were made in art and social studies, each with five, and music with six. See Table 9.

Table 9

Crosstabulation of Subject Area Terminations by District

	Count Row % Col % Tot %	School Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Art	1	2 40.0 15.4 1.6	0 0.0 0.0 0.0	3 60.0 3.8 2.4	5 3.9
Business	2	1 12.5 7.7 0.8	1 12.5 2.9 0.8	6 75.0 7.5 4.7	8 6.3
Ind. Art	3	0 0.0 0.0 0.0	2 22.2 5.9 1.6	7 77.8 3.8 5.5	9 7.1
Home Ec.	4	1 11.1 7.7 0.8	1 11.1 2.9 0.8	7 77.8 8.8 5.5	9 7.1
English	5	1 10.0 7.7 0.8	4 40.0 11.8 3.1	5 50.0 6.3 3.9	10 7.9
Math	6	2 25.0 15.4 1.6	0 0.0 0.0 0.0	6 75.0 7.5 4.7	8 6.3
Music	7	0 0.0 0.0 0.0	3 50.0 8.8 2.4	3 50.0 3.8 2.4	6 4.7

Table 9 (continued)

	Count Row % Col % Tot %	School Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Science	8	0 0.0 0.0 0.0	2 28.6 5.9 1.6	5 71.4 6.3 3.9	7 5.5
Soc. Sci.	9	1 20.0 7.7 0.8	1 20.0 2.9 0.8	3 60.0 3.8 2.4	5 3.9
Spec. Ed.	10	0 0.0 0.0 0.0	6 30.0 17.6 4.7	14 70.0 17.5 11.0	20 15.7
Other	11	3 11.1 23.1 2.4	9 33.3 26.5 7.1	15 55.6 18.8 11.8	27 21.3
Phy. Ed.	12	2 15.4 15.4 1.6	5 38.5 14.7 3.9	6 46.2 7.5 4.7	13 10.2
	Column Total	13 10.2	34 26.8	80 63.0	127 100.0

Subject area cuts varied among the districts surveyed. Waterloo's riffed teachers who responded were scattered over all disciplines having no concentration in any one subject area. Cedar Rapids riffed six special education, five physical education, four English, and three music.

Des Moines riffed fourteen special education, seven in industrial arts, seven in home economics, six each in physical education, math, and business. Table 9 shows the distribution over all subject areas and that all were affected to some extent. Excluding special education, the largest number of riffed teachers from the three districts was from physical education.

In the eleven subject areas designated on the questionnaire, females were terminated over males in art 4:1, in business 6:2, in English 9:1, in math 6:2, in special education 15:5. Males were terminated over females in science 4:3, social science 4:1, physical education 7:6. The traditionally male/female subjects of industrial arts and home economics nearly reflected the expected proportions of terminations. All of the riffed home economics teachers were female; one of the nine riffed industrial arts teachers was female, eight male. Music teachers were equally riffed: three males, three females. See Table 10.

Twenty-one respondents experienced a career change as a result of RIF, 1980-83. Seventy-one percent (15) were from the Des Moines District, 23.8 percent (5) from Cedar Rapids, and 4.8 percent (1) from Waterloo. Of those who left teaching as a result of being riffed, the greatest

numbers went to sales and/or graduate study, followed by business and human services.

Table 10

Crosstabulations of Subject Area Terminations by Sex

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Art	1	4 80.0 4.9 3.1	1 20.0 2.2 0.8	5 3.9
Business	2	6 75.0 7.4 4.7	2 25.0 4.3 1.6	8 6.3
Ind. Art	3	1 11.1 1.2 0.8	8 88.9 17.4 6.3	9 7.1
Home Ec.	4	9 100.0 11.1 7.1	0 0.0 0.0 0.0	9 7.1
English	5	9 90.0 11.1 7.1	1 10.0 2.2 0.8	10 7.9
Math	6	6 75.0 7.4 4.7	2 25.0 4.3 1.6	8 6.3

Table 10 (continued)

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Music	7	3 50.0 3.7 2.4	3 50.0 6.5 2.4	6 4.7
Science	8	3 42.9 3.7 2.4	4 57.1 8.7 3.1	7 5.5
Soc. Sci.	9	1 20.0 1.2 0.8	4 80.0 8.7 3.1	5 3.9
Spec. Ed.	10	15 75.0 18.5 11.8	5 25.0 10.9 3.9	20 15.7
Other	11	18 66.7 22.2 14.2	9 33.3 19.6 7.1	27 21.3
Phy. Ed.	12	6 46.2 7.4 4.7	7 53.8 15.2 5.5	13 10.2
	Column Total	81 63.8	46 36.2	127 100.0

The female/male ratio of all responding riffed teachers was 81:46 as seen on page 60; similarly, the ratio

of females to males seeking a career change is 2:1. Fourteen females entered other fields: three to graduate study, four to sales, two to business, one to each of the other fields shown in Table 11. Seven males changed careers, but with no real concentration into any one field. Shown by percentages, 18 percent of the terminated females made a career change; 16 percent of the terminated males.

Table 11

Crosstabulation of Riffed Teachers
Entering Other Fields by Sex

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Engineering	1	0 0.0 0.0 0.0	1 100.0 14.3 4.8	1 4.8
Grad Study	2	3 75.0 21.4 14.3	1 25.0 14.3 4.8	4 19.0
Human Serv	3	1 33.3 7.1 4.8	2 66.7 28.6 9.5	3 14.3
Sheet Metal	4	1 50.0 7.1 4.8	1 50.0 14.3 4.8	2 9.5

Table 11 (continued)

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Recycling	6	0 0.0 0.0 0.0	1 100.0 14.3 4.8	1 4.8
Computer	7	1 100.0 7.1 4.8	0 0.0 0.0 0.0	1 4.8
Parenting	8	1 100.0 7.1 4.8	0 0.0 0.0 0.0	1 4.8
Accounting	9	1 100.0 7.1 4.8	0 0.0 0.0 0.0	1 4.8
Sales	10	4 100.0 28.6 19.0	0 0.0 0.0 0.0	4 19.0
Business	11	2 66.7 14.3 9.5	1 33.3 14.3 4.8	3 14.3
	Column Total	14 66.7	7 33.3	21 100.0

Number of missing observations = 106

Twenty-six percent of all respondents to the question which asked if there had been an illness diagnosed as stress related at the time of termination replied affirmatively. Broken down among the three districts, 33 percent of the Des Moines teachers who were riffed reported stress-related illness, 18 percent of the Cedar Rapids respondents, and 8 percent of those from Waterloo reported stress-related illness. Riffed teachers were asked to describe these illnesses. The following are examples of narrative comments made by some of the respondents:

> Hyperactive colon, abandoning of friends, alienation of family, reclusive habits, loss of self-concept, anger directed to self and others, loss of respect, disruption of financial/personal/education goals, depression, ulcer next to heart, tardiness, lots of illness
>
> Persistent headaches
>
> Drank more than usual, depression, unwanted feeling
>
> Depression
>
> Lost voice
>
> Weight gain
>
> Grinding of teeth during sleep causing dental problems diagnosed as stress-related headaches
>
> Depression, back pain, marital strain
>
> Anxiety, sleeplessness, headaches, nervousness, fits of crying, anger shown at smallest problem
>
> Several weeks after lay off (prior to recall), I suffered sharp pains through neck, head, and chest. At times these were so severe I was nearly immobilized. Dr's ran several tests. Only diagnosis was "anxiety neurosis." Never had experienced anything like this. I haven't since.

Acne

It was a very difficult time for all of us. Not only depression resulted, but loneliness. People seemed to separate--not knowing how to share their feelings

Headaches and colds

I felt like giving up

Chronic insomnia, lapse of memory, daydreaming, paranoia and anemia. I could not live with the possibility of being layed off again so we took our first chance to leave. I would be in teaching today if I had not suffered the trauma of RIF.

Weight loss

Stomach problems

Flu-like symptoms, eye-strain, headaches, extreme fatique

Flare-up of a previous ulcer

I caught a severe cold right after being terminated and a friendship became very stressed. We knew one of us would be recalled, but not which one.

Suffered lower back aches and weight loss

Not so much physical. It was such a mental letdown and created problems at home with wife and family. (Question: What will I do?)

Began abusing alcohol to escape worry and uncertainty. Took stressful job in business that I hated. [Authors note: this respondant wrote, as many did, several pages of emotional descriptions of experiences. This teacher sought treatment and successfully completed it, now active in AA. She closed with a hope that, "the majority of the victims (of RIF) handled it more appropriately than I did."]

Stress and anxiety from March to August. Back problems due to 20 pound weight gain.

Rage

> Stressful factors always cause problems with my body via the thyroid gland
>
> Anxiety of how to maintain a household as a single. Learning I was overqualified for most of the secretarial jobs available, humiliation of interviewing for work in unrelated occupations, fear of having to relocate and leave family.

These responses, and others similar in descriptions, were concentrated most heavily in the 31-40 age category. Twenty of the thirty-three, or 61 percent of all respondents were within that age group. Nine, or 27 percent, were thirty or younger.

Ninety-one percent of the respondents suffering a stress-related illness were female, 9 percent male. Of those riffed reporting no stress-related illnesses, 54 percent were female and 46 percent male.

As can be seen in Table 12, there were, from the total number of questionnaires returned, 26 percent (33) reporting illness, 73 percent (92) reporting no stress-related illness. Of those ninety-two who reported no stress-related illnesses however, thirty included comments describing vague feelings of anxiety which they did not consider illnesses, but about which they did feel strongly enough to write detailed descriptions, some several pages in length. Some reported the uneasy feelings related to the RIF condition even though many of the reporting individuals were virtually assured of recall. The following examples will serve as illustrations for the reader:

At the time I deeply resented having done my best to make myself indispensible around the building (volunteering for extra duties, creating new programs and clubs, etc.) only to find myself unemployed again . . . I felt unsure . . . no roots.

While I didn't suffer illness . . . I did suffer emotional anguish. The joy of getting your job back does little to ease the memory of the yearly anticipation of the pink slip and its emotional effects.

It is difficult teaching the last 2-3 months after one has been riffed. I know I am always down emotionally. I know that I'll probably be hired by the fall, but there is always that uncertainty.

I did experience a lot of stress, but held.

The hardships and life style changes caused by the lay off were difficult for most teachers to handle.

I had to learn to sit at a desk . . . I always felt that I would return to teaching.

I did get sick a lot during school year due to stress/pressures with the job.

Moving and changing relationships can be trying.

As a result of being riffed I did drop my membership in ISEA-NEA and have not rejoined. I have had job-related stress problems the last two years and have been thinking of changing teaching assignments or professions.

It's been difficult--the adjustments have been very trying . . . but I'm hanging in there and hope to stay in the system a while longer. Junior high is not my bag.

The experience left a bad taste . . . never before had I worked so hard and then been treated so badly . . . I doubt I will ever return to teaching.

I lost all desire to be really active in my career.

It's tough receiving excellent evaluations only to be told, "sorry, you don't have enough years, so we have to let you go."

> I moved to Arizona but missed teaching so I moved back. I've been substituting and that's been slow.
>
> I was going to accept a job outside of education. I was fighting the idea because I preferred to stay.
>
> Just extreme disappointment . . . I was only part-time and had 4 preps and had worked myself to death practically and it seemed as if I'd done all that work for nothing.
>
> Just minor depression, non-clinical.
>
> Devastating effect on morale. Negative psychological reverberations are still having a ripple effect . . . to the detriment of public education.
>
> The RIF experience made me realize how important it is to develop a merit system and get rid of the seniority system.
>
> It's cold, impersonal, and very stressful.
>
> There were 200 applicants for the job I finally obtained.
>
> My heart felt like it stopped each time and I was quite depressed. You sure can get a worthless feeling when it happens.
>
> I remained unemployed for 1 (one) year. I was busy all the time, but never fulfilled. I was depressed the entire year. It affected my self-esteem and in turn my relationship with my children and my husband.
>
> Only a heck of a lot of anxiety and bitterness.

The question relating to stress-related illness was followed by a question which asked if the symptoms diagnosed at the time of RIF have continued. There were thirty-eight responses to this question, ten reported continuing illness. RIF resulted in 26 percent of the respondents suffering stress-related illness. Of this group 18 percent consider themselves recovered, but 8 percent continue to suffer.

Table 12

Crosstabulations of Riffed Teachers Reporting Stress-Related Illnesses by District, Sex and Age Group

	Count / Row % / Col % / Tot %	District: Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	1 3.0 7.7 0.8	6 18.2 18.2 4.8	26 78.8 32.9 20.8	33 26.4
No	2	12 13.0 92.3 9.6	27 29.3 81.8 21.6	53 57.6 67.1 42.4	92 73.6
	Column Total	13 10.4	33 26.4	79 63.2	125 100.0

	Count / Row % / Col % / Tot %	Sex: Female 1	Male 2	Row Total
Yes	1	30 90.9 37.5 24.0	3 9.1 6.7 2.4	33 26.4
No	2	50 54.3 62.5 40.0	42 45.7 93.3 33.6	92 73.6
	Column Total	80 64.0	45 36.0	125 100.0

Table 12 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	9 27.3 18.4 7.2	20 60.6 32.8 16.0	2 6.1 16.7 1.6	2 6.1 66.7 1.6	33 26.4
No	2	40 43.5 81.6 32.0	41 44.6 67.2 32.8	10 10.9 83.3 8.0	1 1.1 33.3 0.8	92 73.6
	Column Total	49 39.2	61 48.8	12 9.6	3 2.4	125 100.0

Eight of the ten individuals who continue to experience distress were terminated from the Des Moines District, the other two from Cedar Rapids. Again the 31-40 age group will show the highest concentration. Symptoms continue for six in the 31-40 age group, for three in the 22-30 age group, and one in the 41-50 age group. See Table 13.

Just as females reported experiencing distress more frequently than males, they report that they continue to do so. Of the ten whose symptoms persist, eight are female, two male. This 4:1 ratio is disproportionate to the ratio of females to males (81:46) who make up the population on which the data for this study is based.

Table 13

Crosstabulations by District, Sex and Age of Riffed Teachers Continuing to Suffer Distress

	Count Row % Col % Tot %	District Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	0 0.0 0.0 0.0	2 20.0 33.3 5.3	8 80.0 26.7 21.1	10 26.3
No	2	2 7.1 100.0 5.3	4 14.3 66.7 10.5	22 78.6 73.3 57.9	28 73.7
	Column Total	2 5.3	6 15.8	30 78.9	38 100.0

Number of missing observations = 89

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Yes	1	8 80.0 25.8 25.1	2 20.0 28.6 5.3	10 26.3
No	2	23 82.1 74.2 60.5	5 17.9 71.4 13.2	28 73.7
	Column Total	31 81.6	7 18.4	38 100.0

Number of missing observations = 89

Table 13 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	3 30.0 25.0 7.9	6 60.0 27.3 15.8	1 10.0 50.0 2.6	0 0.0 0.0 0.0	10 26.3
No	2	9 32.1 75.0 23.7	16 57.1 72.7 42.1	1 3.6 50.0 2.6	2 7.1 100.0 5.3	28 73.7
	Column Total	12 31.6	22 57.9	2 5.3	2 5.3	38 100.0

Number of missing observations = 89

The questionnaire sought to elicit information describing life style changes which resulted from RIF. Sixty-seven individuals, or 55 percent of the respondents replied (some with vehemence) that they had indeed been forced to change accustomed life styles.

Thirty-nine percent of the teachers terminated from the Waterloo District reported life-style changes, 45 percent from the Cedar Rapids District and 62 percent from Des Moines. The younger the teacher, the greater the changes demanded. Sixty-one percent of the teachers thirty and under who were riffed had to adjust to some life-style change; 57 percent of those between 31-40;

33 percent from each of the top two age categories, from which there were fewer terminations.

A departure from the findings to this point which have shown a greater percentage of females experiencing distress and continuing to do so, life-style changes were felt by a greater percentage of men who were riffed than by women. The data shows that of the sixty-seven individuals experiencing change, thirty-nine were female and twenty-eight male. Because the original count of females terminated is greater than males, percentages were more meaningfully studied in response to this question. Forty-one percent of the terminated females responding to item eight reported changed life styles; 64 percent of the terminated men reported changed life styles. Descriptions supplied by the respondents and recorded previously should have helped convey some of the kinds of changes required and why men seemed to have felt these demands more strongly than women. See Table 14.

To the subjects of the study, perhaps the most important question was phrased in item number nine: "Were you recalled?" It has been shown earlier that 83 percent of the total was recalled. Presented in categories of district, age, and sex, the data shows that the Waterloo District recalled 85 percent (11), Cedar Rapids recalled 97 percent (32) and Des Moines recalled 77 percent (61).

Table 14

Crosstabulation by District, Sex and Age of Riffed Teachers Accommodating a Changed Life Style

	Count / Row % / Col % / Tot %	School: Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	5 7.5 38.5 4.1	15 22.4 46.9 12.4	47 70.1 61.8 38.8	67 55.4
No	2	8 14.8 61.5 6.6	17 31.5 55.1 14.0	29 53.7 38.2 24.0	54 44.6
	Column Total	13 10.7	32 26.4	76 62.8	121 100.0

	Count / Row % / Col % / Tot %	Sex: Female 1	Male 2	Row Total
Yes	1	39 58.2 50.6 32.2	28 41.8 63.6 23.1	67 55.4
	2	38 70.4 49.4 31.4	16 29.6 36.4 13.2	54 44.6
	Column Total	77 63.6	44 36.4	121 100.0

Number of missing observations = 6

Table 14 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	28 41.8 60.9 23.1	34 50.7 56.7 28.1	4 6.0 33.3 3.3	1 1.5 33.3 0.8	67 55.4
No	2	18 33.3 39.1 14.9	26 48.1 43.3 21.5	8 14.8 66.7 6.6	2 3.7 66.7 1.7	54 44.6
	Column Total	46 38.0	60 49.6	12 9.9	3 2.5	121 100.0

Number of missing observations = 6

Recall by age across these three districts shows that 84 percent of the 22-30 age group was recalled, 87 percent of the 31-40 age group, 58 percent of the 41-50 age group, and 100 percent of those 51 and over. See Table 15.

Of the total of 104 recalls, seventy were women and thirty-four men. Of the original numbers on which this study is based, eighty-one were women, forty-six men. Thus recall of seventy of the eighty-one terminated women represents 88 percent. Recall of thirty-four of forty-six terminated men resulted in a 76 percent recall for men. While women were terminated in greater percentages than men, a greater percentage was recalled.

Table 15

Crosstabulation by District, Sex and Age of Riffed Teachers Who Were Recalled

	Count Row % Col % Tot %	School Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	11 10.6 84.6 8.8	32 30.8 97.0 25.6	61 58.7 77.2 48.8	104 83.2
No	2	2 9.5 15.4 1.6	1 4.8 3.0 0.8	18 85.7 22.8 14.4	21 16.8
	Column Total	13 10.4	33 26.4	79 63.2	125 100.0

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Yes	1	70 67.3 87.5 56.0	34 32.7 75.6 27.2	104 83.2
No	2	10 47.6 12.5 8.0	11 52.4 24.4 8.8	21 16.8
	Column Total	80 64.0	45 36.0	125 100.0

Number of missing observations = 2

Table 15 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	41 39.4 83.7 32.8	53 51.0 86.9 42.4	7 6.7 58.3 5.6	3 2.9 100.0 2.4	104 83.2
No	2	8 38.1 16.3 6.4	8 38.1 13.1 6.4	5 23.8 41.7 4.0	0 0.0 0.0 0.0	21 16.8
	Column Total	49 39.2	61 48.8	12 9.6	3 2.4	125 100.0

Number of observations missing = 2

Most terminated teachers who were recalled, accepted that recall. Some in each district, however, did not. In Waterloo 9 percent who were offered recall positions rejected them, 13 percent rejected recall to Cedar Rapids, and 13 percent rejected recall to Des Moines.

One hundred percent of the terminated teachers in the 41-50 age group accepted recall. Eighty-nine percent of those aged 31-40 accepted, and 85 percent 30 and under accepted recall.

The data shows very little difference between males and females in acceptance or rejection of recall. Eighty-seven percent of the females recalled accepted, 13 percent

rejected; 89 percent of the males who were recalled accepted, 11 percent rejected. See Table 16.

Table 16

Crosstabulation by District, Sex and Age of Acceptance/Rejection of Recall

	Count / Row % / Col % / Tot %	District: Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Accept	1	10 10.9 90.9 9.5	28 30.4 87.5 26.7	54 58.7 87.1 51.4	92 87.6
Reject	2	1 7.7 9.1 1.0	4 30.8 12.5 3.8	8 61.5 12.9 7.6	13 12.4
	Column Total	11 10.5	32 30.5	62 59.0	105 100.0

	Count / Row % / Col % / Tot %	Sex: Female 1	Male 2	Row Total
Accept	1	61 66.3 87.1 58.1	31 33.7 88.6 29.5	92 87.6
Reject	2	9 69.2 12.9 8.6	4 30.8 11.4 3.8	13 12.4
	Column Total	70 66.7	35 33.3	105 100.0

Number of missing observations = 22

Table 16 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Accept	1	35 38.0 85.4 33.3	48 52.2 88.9 45.7	7 7.6 100.0 6.7	2 2.2 66.7 1.9	92 87.6
Reject	2	6 46.2 14.6 5.7	6 46.2 11.1 5.7	0 0.0 0.0 0.0	1 7.7 33.3 1.0	13 12.4
	Column Total	41 39.0	54 51.4	7 6.7	3 2.9	105 100.0

Of concern both to those teachers being recalled and to personnel departments charged with administering the recall process, was the possibility of teachers being assigned to teach in subject areas for which they were certified but which were outside their major areas of preparation, interest, and experience. Most negotiated contracts carry a stipulation that teachers on recall must be given the opportunity to teach in any area in which they are certified. The data contained in this study shows that, based on 103 observations, 85 percent of those recalled were recalled to teach in the same subject area from which they had been terminated. The Des Moines District's recalls to the same subject area were somewhat higher than

that in either Waterloo or in Cedar Rapids. Des Moines recalled 88 percent to the same subject area, Waterloo 82 percent, and Cedar Rapids 81 percent. Age groups ranged from 83 to 100 percent recall to the same subject area; the youngest group the lower percentage, the eldest group the higher.

As shown in Table 17, females were recalled to their teaching fields at a 90 percent rate, males 74 percent. Just as a greater percentage of females were recalled, a greater percentage of females were recalled to their subject area.

Table 17

Crosstabulation of Recall to Same Subject Area by District, Sex and Age

	Count Row % Col % Tot %	District Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	9 10.2 81.8 8.7	26 29.5 81.3 25.2	53 60.2 88.3 51.5	88 85.4
No	2	2 13.3 18.2 1.9	6 40.0 18.8 5.8	7 46.7 11.7 6.8	15 14.6
	Column Total	11 10.7	32 31.1	60 58.3	103 100.0

Number of missing observations = 24

Table 17 (continued)

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Yes	1	62 70.5 91.2 60.2	26 29.5 74.3 25.2	88 85.4
No	2	6 40.0 8.8 5.8	9 60.0 25.7 8.7	15 14.6
	Column Total	68 66.0	35 34.0	103 100.0

Number of missing observations = 24

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	33 37.5 82.5 32.0	46 52.3 86.8 44.7	6 6.8 85.7 5.8	3 3.4 100.0 2.9	88 85.4
No	2	7 46.7 17.5 6.8	7 46.7 13.2 6.8	1 6.7 14.3 1.0	0 0.0 0.0 0.0	15 14.6
	Column Total	40 38.8	53 51.5	7 6.8	3 2.9	103 100.0

Number of missing observations = 24

Both fewer numbers and smaller percentages were recalled to the same grade level. Sixty-nine teachers (68 percent) were recalled to the same secondary grade level. Reported by districts the data shows Waterloo, 59 percent; Cedar Rapids, 75 percent; Des Moines, 66 percent. Age was not a significant factor in assignment to the same grade level for secondary teachers who were recalled, the percentage ranging only from sixty-three to seventy-one in the four age categories. Similarly, only three percentage points separate males and females recalled to teach at the same grade level: women, 69 percent and men 66 percent. See Table 18.

Table 18

Crosstabulation by Distric, Sex and Age of Those Recalled to Teach at the Same Grade Level from Which They Were Riffed

	Count Row % Col % Tot %	District Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	6 8.7 54.5 5.9	24 34.8 75.0 23.5	39 56.5 66.1 38.2	69 67.6
No	2	5 15.2 45.5 4.9	8 24.2 25.0 7.8	20 60.6 33.9 19.6	33 32.4
	Column Total	11 10.8	32 31.4	59 57.8	102 100.0

Number of missing observations = 25

Table 18 (continued)

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Yes	1	46 66.7 68.7 45.1	23 33.3 65.7 22.5	69 67.6
No	2	21 63.6 31.3 20.6	12 36.4 34.3 11.8	33 32.4
	Column Total	67 65.7	35 34.3	102 100.0

Number of missing observations = 25

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	25 36.2 62.5 24.5	37 53.6 71.2 36.3	5 7.2 71.4 4.9	2 2.9 66.7 2.0	69 67.6
No	2	15 45.5 37.5 14.7	15 45.5 28.8 14.7	2 6.1 28.6 2.0	1 3.0 33.3 1.0	33 32.4
	Column Total	40 39.2	52 51.0	7 6.9	3 2.9	102 100.0

Number of missing observations = 25

Examination of the data reporting economic gain and/or loss by district, sex, and age, reveals that none of the teachers from Waterloo who changed careers as a result of RIF were better off financially than they were teaching. Sixty percent of the Cedar Rapids riffed teachers who changed careers realized an economic gain in another career, 40 forcent have suffered a loss. Only 33 percent of the Des Moines teachers in different careers have experienced an economic gain, 64 percent are less well off. See Table 19.

Table 19

Crosstabulation by District of Teachers Experiencing Economic Gain/Loss

	Count Row % Col % Tot %	District Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	0 0.0 0.0 0.0	3 30.0 60.0 10.3	7 70.0 33.3 24.1	10 34.5
No	1	3 15.8 100.0 10.3	2 10.5 40.0 6.9	14 73.7 66.7 48.3	19 65.5
	Column Total	3 10.3	5 17.2	21 72.4	29 100.0

Number of missing observations = 98

With the exception of one individual in the eldest age group, all categories show their members having suffered economic loss. Seventy percent of those thirty and under, 64 percent of those forty and under, and 75 percent of those fifty and under have experienced a loss of income from having made a career change after being riffed.

Table 20

Crosstabulation by Age of Teachers
Experiencing Economic Gain/Loss

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	3 30.0 30.0 10.3	5 50.0 35.7 17.2	1 10.0 25.0 3.4	1 10.0 100.0 3.4	10 34.5
No	2	7 36.8 70.0 24.1	9 47.4 64.3 31.0	3 15.8 75.0 10.3	0 0.0 0.0 0.0	19 65.5
	Column Total	10 34.5	14 48.3	4 13.8	1 3.4	29 100.0

Number of missing observations = 98

Differences between the sexes are not great in response to this question of economic gain. Thirty-five percent of the females have experienced an economic gain;

65 percent an economic loss. Thirty-three percent of the males have experienced an economic gain; 68 percent a loss. See Table 21.

Table 21

Crosstabulation by Sex of Teachers Experiencing Economic Gain/Loss

	Count Row % Col % Tot %	Sex Female 1	Male 2	Row Total
Yes	1	7 70.0 35.0 24.1	3 30.0 33.3 10.3	10 34.5
No	2	13 68.4 65.0 44.8	6 31.6 66.7 20.7	19 65.5
	Column Total	20 69.0	9 31.0	29 100.0

Number of missing observations = 98

Most of those who did experience a career change found that the skills they had developed and used in teaching were of benefit to them in their new endeavors. From the comments it is clear that many of these skills lie in the ability to communicate with others:

> Communication skills and people skills developed in teaching are just as important in business.

> Goal setting skills, organization management, self-discipline, flexibility, time-management, problem-solving, analysis skills . . .
>
> My writing and speaking skills have proved valuable. My people skills have helped me with getting clerking jobs and client counseling.
>
> Organization skills, people skills--also the hospital I work in is a teaching hospital so I still work with med-tech students.
>
> Explaining information to customers, people relating
>
> Communication skills are useful in public relations aspect of my current job.
>
> Speaking in front of a group, knowledge of language
>
> Keeping business records, correspondence

Seventy-seven percent considered teaching skills useful in changed careers. The majority of this particular group of riffed teachers found new careers in graduate study, higher education, or in "human services," all areas where communication skills are of considerable importance. Organization, certainly a high ranking skill to the successful teacher, was also frequently mentioned as transferable to the new career environment.

Fewer males than females found their teaching skills of use to them in alternative employment. Seventy-seven percent of the total who changed careers found teaching skills useful. Forty-five percent of the men and 55 percent of the women responded affirmatively to this question.

It had been assumed that large-scale lay off in education might result in a transient population, causing communities to lose large segments of their educated, active, and contributing members. As has been shown, 17 percent (14) of the riffed teachers who responded to this question did actually move to other communities to seek employment. The breakdown by district, sex, and age is shown in Table 22.

To this question there were nine respondents from Waterloo, twenty-two from Cedar Rapids, and fifty-three from Des Moines. Two moved away from Waterloo, representing 22 percent of its total; two moved from Cedar Rapids, 9 percent of its total; ten from Des Moines, 19 percent of its total.

Across the three districts the fourteen teachers who moved were in the youngest three of the four age groups. Six of the thirty and under (19 percent) moved to gain employment, five who were forty and under (13 percent) and three who were fifty and under (27 percent).

Twenty-nine percent of the males responding to this question moved to further their careers, 9 percent of the females. Of the total 17 percent who did actually relocate, 64 percent were male and 36 percent female. Examining the "no" response, 91 percent of the females indicated they had not moved, 71 percent of the males.

Table 22

Crosstabulations by District, Sex and Age of Teachers Who Moved to Gain Employment

	Count / Row % / Col % / Tot %	District: Waterloo 1	Cedar Rapids 2	Des Moines 3	Row Total
Yes	1	2 14.3 22.2 2.4	2 14.3 9.1 2.4	10 71.4 18.9 11.9	14 16.7
No	2	7 10.0 77.8 8.3	20 28.6 90.0 23.8	43 61.4 81.1 51.2	70 83.3
	Column Total	9 10.7	22 26.2	53 63.1	84 100.0

Number of missing observations = 43

	Count / Row % / Col % / Tot %	Sex: Female 1	Male 2	Row Total
Yes	1	5 35.7 9.4 6.0	9 64.3 29.0 10.7	14 16.7
No	2	48 68.6 90.6 57.1	22 31.4 71.0 26.2	70 83.3
	Column Total	53 63.1	31 36.9	84 100.0

Number of missing observations - 43

Table 22 (continued)

	Count Row % Col % Tot %	Age 22-30 1	31-40 2	41-50 3	51-60 4	Row Total
Yes	1	6 42.9 18.8 7.1	5 35.7 12.8 6.0	3 21.4 27.3 3.6	0 0.0 0.0 0.0	14 16.7
No	2	26 37.1 81.3 31.0	34 48.6 87.2 40.5	8 11.4 72.7 9.5	2 2.9 100.0 2.4	70 83.3
	Column Total	32 38.1	39 46.4	11 13.1	2 2.4	84 100.0

Number of missing observations = 43

Given the normal cycle of public schools' calendars and contract dates, it would be expected that the majority of lay offs for all the districts studied occurred annually in March. Of the teachers terminated from Waterloo, 77 percent received notice in the month of March. Fifty-eight percent of the lay off notices in Cedar Rapids and 50 percent in Des Moines were received in March. The next highest incidence reported by Des Moines' teachers was June when 29 percent reported termination. The possibility of confusion existed in responding to the question, "In what month and year was your employment terminated?" Many teachers were actually given notice in March, worked until

the last day of the school term, usually in June, and were paid until August, thus they may have interpreted "terminated" differently.

Looking at this same set of data it can be seen over the four-year period that Waterloo's terminations occurred: 15 percent in 1980, 46 percent in 1981, 8 percent in 1982, and 31 percent in 1983. Cedar Rapids experienced the same bulge in 1981 but continued lay off at that rate into 1982, the pattern consisting of 3 percent, 1980, 42 percent, 1981; 39 percent, 1982; and 15 percent, 1983.

The Des Moines experience was more irregular. The lay off of 109 secondary teachers occurred in 1981 when 88 percent of those responding to the questionnaire reported that they had received their notices. Eighty Des Moines teachers responding were riffed in the years covered by the study, 8 percent, 1980; 88 percent, 1981; 5 percent, 1982, and none in 1983.

Combining month and year, the largest number of terminations over the forty-eight month period occurred in March 1981, showing similarity among the three districts.

Table 23

Month and Year of Termination from
Waterloo, Cedar Rapids, Des Moines

	Count Row % Col % Tot %	Waterloo 1980	1981	1982	1983	Row Total
March	3	1 10.0 50.0 7.7	5 50.0 83.3 38.5	1 10.0 100.0 7.7	3 30.0 75.0 23.1	10 76.9
May	5	1 100.0 50.0 7.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.7
June	6	0 0.0 0.0 0.0	1 50.0 16.7 7.7	0 0.0 0.0 0.0	1 50.0 25.0 7.7	2 15.4
	Column Total	2 15.4	6 46.2	1 7.7	4 30.8	13 100.0

	Count Row % Col % Tot %	Cedar Rapids 1980	1981	1982	1983	Row Total
February	2	1 25.0 100.0 3.0	0 0.0 0.0 0.0	3 75.0 23.1 9.1	0 0.0 0.0 0.0	4 12.1
March	3	0 0.0 0.0 0.0	9 47.4 64.3 27.3	5 26.3 38.5 15.2	5 26.3 100.0 15.2	19 57.6

Table 23 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	Row Total
June	6	0 0.0 0.0 0.0	5 55.6 35.7 15.2	4 44.4 30.8 12.1	0 0.0 0.0 0.0	9 27.3
August	8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 3.0	0 0.0 0.0 0.0	1 3.0
	Column Total	1 3.0	14 42.4	13 39.4	5 15.2	33 100.0

	Count Row % Col % Tot %	Des Moines 1980	1981	1982	Row Total
January	1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 25.0 1.3	1 1.3
February	2	0 0.0 0.0 0.0	3 100.0 4.3 3.7	0 0.0 0.0 0.0	3 3.8
March	3	3 7.5 50.0 3.7	37 92.5 52.9 46.3	0 0.0 0.0 0.0	40 50.0
April	4	1 11.1 16.7 1.3	7 77.8 10.0 8.8	1 11.1 25.0 1.3	9 11.3

Table 23 (continued)

	Count Row % Col % Tot %	1980	1981	1982	Row Total
May	5	0 0.0 0.0 0.0	1 50.0 1.4 1.3	1 50.0 25.0 1.3	2 2.5
June	6	2 8.7 33.3 2.5	21 91.3 30.0 26.3	0 0.0 0.0 0.0	23 28.8
August	8	0 0.0 0.0 0.0	1 50.0 1.4 1.3	1 50.0 25.0 1.3	2
	Column Total	6 7.5	70 87.5	4 5.0	80 100.0

Number of missing observations = 1

As staffs were reassembled, those teachers eligible for recall were notified. Controlling the responses by district to the question, "In what month and year were you recalled?" the data shows Waterloo recalling the greatest percentage of teachers in August 1981. Forty-six percent were recalled in August, another 9 percent during the remaining months, for a total 54.5 percent recall of Waterloo's riffed teachers before the end of 1981. Waterloo, then, riffed the greatest number in March 1981, and recalled the

greatest number in August 1981. These teachers, it may be assumed, experienced six months of employment uncertainty.

Table 24

Recall Patterns of Teachers Riffed from the Waterloo School District 1980-1983

	Count Row % Col % Tot %	Waterloo 1980	1981	1983	1984	Row Total
January	1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 100.0 9.1	1 9.1
April	4	0 0.0 0.0 0.0	1 100.0 16.7 9.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1
June	6	1 33.3 100.0 9.1	0 0.0 0.0 0.0	2 66.7 66.7 18.2	0 0.0 0.0 0.0	3 27.3
July	7	0 0.0 0.0 0.0	1 100.0 16.7 9.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1
August	8	0 0.0 0.0 0.0	4 80.0 66.7 36.4	1 20.0 33.3 9.1	0 0.0 0.0 0.0	5 45.5
	Column Total	1 9.1	6 54.5	3 27.3	1 9.1	11 100.0

The highest percentage of Cedar Rapids teachers who were riffed in the peak year of 1981 were recalled in May of that year, having been riffed in March. These teachers experienced employment uncertainty for three months. The eleven Cedar Rapids teachers recalled in 1982 were recalled over a five-month period with no particular concentration in any one month. In response to collective bargaining, districts recall teachers as openings occur. In Cedar Rapids two were recalled in April, two in May, one in June, three in July, and three in August. See Table 25.

Des Moines presents yet another pattern of recall. Where the three districts have shown similarity in the month and year of termination, recall data display greater variance. In Des Moines 87.5 percent of the riffs occurred in 1981 and 82 percent of the recalls were made that same year. The study is concerned with seventy-nine Des Moines teachers riffed: sixty-one recalled, eighteen not recalled. Of the sixty-one, fifty-one were recalled in 1981 (82 percent). Recalls were concentrated in May (fourteen teachers, 27.5 percent), June (fifteen teachers, 29 percent) and August (ten teachers, 20 percent). The remainder were scattered over an eleven-month period, January through November of 1981. Recalls in Des Moines in the other years included in this study were not of significant number, from 2 to 6.5 percent recalled in the years 1980, 1982 and 1983.

Table 25

Recall Patterns of Teachers Riffed from the Cedar Rapids School District 1980-1983

	Count Row % Col % Tot %	Cedar Rapids				
		1980	1981	1982	1983	Row Total
March	3	0 0.0 0.0 0.0	3 100.0 23.1 9.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 9.4
April	4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 18.2 6.3	1 33.3 14.3 3.1	3 9.4
May	5	0 0.0 0.0 0.0	6 60.0 46.2 18.8	2 20.0 18.2 6.3	2 20.0 28.6 6.3	10 31.3
June	6	1 20.0 100.0 3.1	2 40.0 15.4 6.3	1 20.0 9.1 3.1	1 20.0 14.3 3.1	5 15.6
July	7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 27.3 9.4	0 0.0 0.0 0.0	3 9.4
August	8	0 0.0 0.0 0.0	2 25.0 15.4 6.3	3 37.5 27.3 9.4	3 37.5 42.9 9.4	8 25.0
	Column Total	1 3.1	13 40.6	11 34.4	7 21.9	32 100.0

Table 26

Recall Patterns of Teachers Riffed from the Des Moines School District 1980-1983

	Count Row % Col % Tot %	Des Moines					
		1980	1981	1982	1983	1984	Row Total
January	1	0 0.0 0.0 0.0	1 100.0 2.0 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.6
March	3	1 33.3 33.3 1.6	2 66.7 3.9 3.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.8
April	4	1 33.3 33.3 1.6	1 33.3 2.0 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 100.0 1.6	3 4.8
May	5	0 0.0 0.0 0.0	14 93.3 27.5 22.6	0 0.0 0.0 0.0	1 6.7 33.3 1.6	0 0.0 0.0 0.0	15 24.2
June	6	1 6.3 33.3 1.6	15 93.8 29.4 24.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	16 25.8
July	7	0 0.0 0.0 0.0	2 66.7 3.9 3.2	1 33.3 25.0 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.8
August	8	0 0.0 0.0 0.0	10 66.7 19.6 16.1	3 20.0 75.0 4.8	2 13.3 66.7 3.2	0 0.0 0.0 0.0	15 24.2

Table 26 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	1984	Row Total
September	9	0 0.0 0.0 0.0	4 100.0 7.8 6.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 6.5
October	10	0 0.0 0.0 0.0	1 100.0 2.0 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.6
November	14	0 0.0 0.0 0.0	1 100.0 2.0 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.6
	Column Total	3 4.8	51 82.3	4 6.5	3 4.8	1 1.6	62 100.0

Number of missing observations = 22

Age does not seem to have had any particular bearing on the date of recall, most occurring in 1981 and in the months of May, June, and August for all age categories. See Table 27.

Table 27

Recall Patterns by Age of Teachers Riffed from Three School Districts, 1980-1983

	Count Row % Col % Tot %	22-30					
		1980	1981	1982	1983	1984	Row Total
January	1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 100.0 2.4	1 2.4
April	4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 16.7 2.4	0 0.0 0.0 0.0	1 2.4
May	5	0 0.0 0.0 0.0	13 86.7 48.1 31.7	0 0.0 0.0 0.0	2 13.3 33.3 4.9	0 0.0 0.0 0.0	15 36.6
June	6	3 33.3 100.0 7.3	5 55.6 18.5 12.2	0 0.0 0.0 0.0	1 11.1 16.7 2.4	0 0.0 0.0 0.0	9 22.0
July	7	0 0.0 0.0 0.0	1 25.0 3.7 2.4	3 75.0 75.0 7.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 9.8
August	8	0 0.0 0.0 0.0	6 66.7 22.2 14.6	1 11.1 25.0 2.4	2 22.2 33.3 4.9	0 0.0 0.0 0.0	9 22.0
October	10	0 0.0 0.0 0.0	1 100.0 3.7 2.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.4

Table 27 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	1984	Row Total
November	11	0 0.0 0.0 0.0	1 100.0 3.7 2.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.4
	Column Total	3 7.3	27 65.9	4 9.8	6 14.6	1 2.4	41 100.0

	Count Row % Col % Tot %	31-40 1980	1981	1982	1983	1984	Row Total
January	1	0 0.0 0.0 0.0	1 100.0 2.7 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.9
March	3	0 0.0 0.0 0.0	5 100.0 13.5 9.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 9.3
April	4	1 20.0 100.0 1.9	2 40.0 5.4 3.7	1 20.0 11.1 1.9	0 0.0 0.0 0.0	1 20.0 100.0 1.9	5 9.3
May	5	0 0.0 0.0 0.0	7 70.0 18.9 13.0	2 20.0 22.2 3.7	1 10.0 16.7 1.9	0 0.0 0.0 0.0	10 18.5
June	6	0 0.0 0.0 0.0	10 83.3 27.0 18.5	1 8.3 11.1 1.9	1 8.3 16.7 1.9	0 0.0 0.0 0.0	12 22.2

Table 27 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	1984	Row Total
July	7	0 0.0 0.0 0.0	1 50.0 2.7 1.9	1 50.0 11.1 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.7
August	8	0 0.0 0.0 0.0	8 50.0 21.6 14.8	4 25.0 44.4 7.4	4 25.0 66.7 7.4	0 0.0 0.0 0.0	16 29.6
	Column Total	1 1.9	37 68.5	9 16.7	6 11.1	1 1.9	54 100.0

	Count Row % Col % Tot %	41-50 1980	1981	1982	1983	1984	Row Total
September	9	0 0.0 0.0 0.0	3 100.0 8.1 5.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.6
March	3	1 100.0 100.0 14.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 14.3
April	4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 100.0 14.3	0 0.0 0.0 0.0		1 28.6
June	6	0 0.0 0.0 0.0	1 50.0 25.0 14.3	0 0.0 0.0 0.0	1 50.0 100.0 14.3		2

Table 27 (continued)

	Count / Row % / Col % / Tot %	1980	1981	1982	1983	Row Total
July	7	0 0.0 0.0 0.0	1 100.0 25.0 14.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3
August	8	0 0.0 0.0 0.0	2 100.0 50.0 28.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6
	Column Total	1 14.3	4 57.1	1 14.3	1 14.3	7 100.0

	Count / Row % / Col % / Tot %	51-60 1981	51-60 1982	Row Total
June	6	1 100.0 50.0 33.3	0 0.0 0.0 0.0	1 33.3
August	8	0 0.0 0.0 0.0	1 100.0 100.0 33.3	1 33.3
September	9	1 100.0 50.0 33.3	0 0.0 0.0 0.0	1 33.3
	Column Total	2 66.7	1 33.3	3 100.0

Number of missing observations = 22

Sixty-seven percent of the seventy females recalled over the forty-eight month period covered by this study were recalled in 1981. The greatest percentage, twenty-eight, was recalled in August, 25.5 percent in May, and another 25.5 percent in June. Sixty-six percent of the thirty-five males recalled during the forty-eight month period was also recalled in 1981. The greatest percentage of males, 35 percent, was recalled in May, followed by June, 22 percent, and August, 13 percent. The male recalls, while affecting exactly half as many teachers as female recalls, occurred at a somewhat faster rate.

Table 28

Recall Patterns by Sex of Teachers Riffed from Three School Districts, 1980-1983

	Count Row % Col % Tot %	Female					
		1980	1981	1982	1983	1984	Row Total
January	1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 50.0 1.4	1
March	3	1 33.3 33.3 1.4	2 66.7 4.3 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.3
April	4	1 25.0 33.3 1.4	1 25.0 2.1 1.4	0 0.0 0.0 0.0	1 25.0 11.1 1.4	1 25.0 50.0 1.4	4 5.7

Table 28 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	1984	Row Total
May	5	0 0.0 0.0 0.0	12 70.6 25.5 17.1	2 11.8 22.2 2.9	3 17.6 33.3 4.3	0 0.0 0.0 0.0	17 24.3
June	6	1 6.7 33.3 1.4	12 80.0 25.5 17.1	0 0.0 0.0 0.0	2 13.3 22.2 2.9	0 0.0 0.0 0.0	15 21.4
July	7	0 0.0 0.0 0.0	3 75.0 6.4 4.3	1 25.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 5.7
August	8	0 0.0 0.0 0.0	13 59.1 27.7 18.6	6 27.3 66.7 8.6	3 13.6 33.3 4.3	0 0.0 0.0 0.0	22 31.4
September	9	0 0.0 0.0 0.0	3 100.0 6.4 4.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.3
October	10	0 0.0 0.0 0.0	1 100.0 2.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.4
	Column Total	3 4.3	47 67.1	9 12.9	9 12.9	2 2.9	70 100.0

Table 28 (continued)

	Count Row % Col % Tot %	Male				
		1980	1981	1982	1983	Total
January	1	0 0.0 0.0 0.0	1 100.0 4.3 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.9
March	3	0 0.0 0.0 0.0	3 100.0 13.0 8.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 8.6
April	4	0 0.0 0.0 0.0	1 33.3 4.3 2.9	2 66.7 33.3 5.7	0 0.0 0.0 0.0	3 8.6
May	5	0 0.0 0.0 0.0	8 100.0 34.8 22.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 22.9
June	6	2 22.2 100.0 5.7	5 55.6 21.7 14.3	1 11.1 16.7 2.9	1 11.1 25.0 2.9	9 25.7
July	7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 50.0 8.6	0 0.0 0.0 0.0	3 3.6
August	8	0 0.0 0.0 0.0	3 50.0 13.0 8.6	0 0.0 0.0 0.0	3 50.0 75.0 8.6	6 17.1

Table 28 (continued)

	Count Row % Col % Tot %	1980	1981	1982	1983	Row Total
September	9	0 0.0 0.0 0.0	1 100.0 4.3 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.9
November	11	0 0.0 0.0 0.0	1 100.0 4.3 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.9
	Column Total	2 5.7	23 65.7	6 17.1	4 11.4	35 100.0

Number of missing observations = 22

CHAPTER FIVE

Analysis of the Data

Fifty percent of the riffed teachers were in the 31-40 age group. With seniority as the criteria to determine which teachers would be riffed, it was predicted that the majority would have been in the 22-30 age group. As alternative employment possibilities became available and as the need for new teachers graduating from college declined, the percentage distribution across age groups shifted upward toward the older age groups.

The positive correlation between the age and seniority status of riffed teachers was to be expected. What was not expected was that the greatest number of riffed teachers (50 percent) was within the 31-40 age group. While the data do not provide a reason, many districts have not hired in recent years, resulting in what the literature refers to as the "graying of the faculty," explaining why our least senior teachers are not as young as might be expected.

The male/female ratio of the combined force of secondary teachers of the three districts studied is nearly 1:1. The data produced by this study show females riffed over males at nearly a 2:1 margin. Again referring to seniority as the criterion for selection to terminate, it

is assumed that there are more low seniority females than males. Several reasons are offered as explanation:

1. It is not uncommon for women to have an interrupted work pattern during child-bearing years, thus losing seniority.

2. Teaching continues to attract women. It is a "convenient" career for women with its shortened work calendar. Young men who might have entered may be drawn into other fields by higher salaries and prestige, thus beginning teachers are predominately female.

3. Special education teachers were riffed in greater numbers than in any other subject area. The relationship between low seniority and special education seems clear. Special education is a nurturing, helping, caring discipline to which women have traditionally been drawn. Job opportunities in special education are relatively recent as a result of federal legislation and the applicants for those jobs have been female.

As school districts terminate using the last hire-first fire rule they appear to be discriminatory against women. Analysis of the data shows that this is not necessarily true. The establishment of a merit-seniority system of RIF would eliminate any doubt.

Ninety-four percent of the riffed teachers were in their first six years of teaching. Had some of these

teachers not been recalled, faculties would have been made up of teachers with the least senior members having seven years of experience. There are two points to be made from this observation. First, it must be recognized that many teachers are at, or approaching, peaks of excellent performance at this career stage and it must not be inferred that only the "good" teachers have been riffed. In spite of RIF, education retains many extraordinarly fine teachers. Secondly, this non-selective lay off procedure can result in the least senior staff member being several years away from his/her college experience where new methodologies, research, strategies, and perhaps content may have been developed. Thirdly, students benefit from exposure to many kinds of teachers. Education must guard against using RIF procedures that destroy the important differences and balances on teaching staffs.

A group of professional people lost jobs because of demographic and economic factors, not because of incompetence or inability to perform. The factors contributing to job loss were those over which the affected individuals had no control. Twenty-six percent of this group suffered anxiety to the point of physical illness. According to stress management practitioners at the Menninger Clinic the three major contributors to stress-related illnesses are change, overload, and uncertainty. This group of

teachers experienced dramatic change: from security to insecurity, from the prestige of paid work to the stigma of the unemployed. Changes in life style were reported by more than half of the respondents, not only by this 26 percent who experienced actual illness.

Eleven percent of this group of terminated teachers moved away from their communities. The number may not seem large, but the contribution of the teacher and his/her family members to the social, charitable, religious, cultural, and intellectual activities of the community is likely to be greater than that of any other comparable group of people.

It is inherent in a teacher's training to care for others. Civic and community leaders should be concerned when such a loss occurs in their populations. The literature cites some efforts on the parts of communities to help in job searches, and to provide a variety of psychological supports in order to retain the riffed teacher as a community member.

What happens to instructional programs when school districts must lay off large numbers of staff? This study shows special education, physical education, English, industrial arts, and home economics affected the most. It must be assumed, since program and class size are mandated by law, that special education positions were filled and

that its programs continue. Physical education is also mandated by law in Iowa, but there is no mandate limiting class size. The state requirement of one hour per week can be met with larger classes, fewer teachers, and fewer class meetings. But the quality of the physical education program is likely to decline. Physical education is a discipline in which it is often convenient and effective to offer courses in health, drug awareness, substance use and abuse. At a time when these school and societal problems are of serious concern, one means of teaching important and relevant concepts may be diminished. Approximately one-third of high school students are involved in competitive athletics. When the other two-thirds should be introduced to a variety of fitness activities and to life-time sports for individual or team activity, its physical education experience in school is reduced to a minimum.

The loss of large numbers of English teachers can only result in larger class size since three years of English is required in all districts studied. The one component of the English curriculum which will surely suffer is writing. As student load per teacher increases, even the conscientious English teacher who recognizes the importance of teaching writing and composition, assigns less and less of it. Students learn to write by doing so.

But the feedback must be quick and complete. Teachers cannot read and effectively correct student writing if class sizes increase.

Reduction of industrial arts and home economics teachers would seem to support the concern generally heard that school districts can no longer afford vocational education, even though it is federally subsidized. Maintaining and replacing equipment to keep current with industry has become difficult. Industry tells education that it no longer should try to provide its graduates with entry job skills, but should concentrate on a general education background. As school districts move in this direction, reducing vocational offerings and cutting back on cost-intensive programs, what is left for the student who has met with success in the auto mechanics lab, the wood shop, the child development class? What has replaced this hands-on experience which the vocational education student may have found to have been the most rewarding of his/her high school career? In spite of the warnings of "A Nation at Risk," all students will not benefit from physics and senior level, advanced English classes. Elective class offerings must be retained which will interest and prove useful to all kinds of students.

This study's data produced recall patterns which should be of concern to school boards and local district

administrators. If 83 percent of the riffed teachers were recalled, the inference seems clear that teachers were riffed in greater numbers than were necessary. More careful planning and projection of needs by school districts might have reduced the trauma experienced by at least some of this group of riffed teachers. The Iowa practice of recalling teachers to assignments other than their areas of major certification has followed national trends. The American Federation of Teachers has recently pointed out that large numbers of teachers are teaching outside their fields of major preparation nation-wide. Establishing incentive programs for teachers to re-certify or to increase hours in minor areas of certification is one way that school districts can move to ensure quality instruction.

Even though teaching is not considered a high paying profession, the data shows that most of its members are not prepared to move immediately into higher paying jobs in other fields. A follow-up study may provide different results as teachers move from entry level jobs to those for which experience and acquired expertise are rewarded financially. Riffed teachers should be assured, however, that their communication, organization, and human-relations skills are valued by employers in business and industry.

CHAPTER SIX

Conclusions and Recommendations

Conclusions

The results of this study revealed definite characteristics of and effects on riffed teachers. Younger teachers and female teachers bore the brunt of reduction-in-force brought about by declining enrollment and reduced revenue during that time period. Eighty-eight percent of the riffed staff were under forty years of age and 64 percent were women.

While some districts participating in this study riffed teachers with as many as twelve years experience, the greater number had from three to four years seniority. Because many of the most recently employed were in special education, the greater number of terminations were made in that area.

One of the concerns voiced by communities affected by declining enrollment and its resulting loss of teaching staff has been that those educated and contributing members of society must, of economic necessity, relocate to find work. The study showed that 11 percent of those affected found teaching positions in other towns or moved to find employment in the private sector.

The major impact of RIF occurred in March of 1981.

The literature points to the cause at that particular time as secondary education's lack of foresight in reducing staff gradually as the decline in students began. When the imbalance between students and teachers could no longer be ignored, school districts tended to over-reduce in order to protect themselves. Of the 127 respondents, 105 eventually received recall. All, however, did not accept. Most of those who were recalled experienced from three to six months of job uncertainty.

The term "skidding," appearing in the literature, applies to employees who feel that they are making neither growth nor progress in their professions, who feel that they are actually losing ground. This must certainly apply to that 15 percent who were assigned to teach in another academic discipline on its recall. Teachers perceive growth as teaching in their major fields of academic preparation, and at preferred grade levels. Recalled teachers experience the opposite. In addition to multiple daily preparations and frequent transfers within districts, many are teaching in disciplines of minor preparation or where they are minimally certified.

Of concern must be the 26 percent of the respondents to the study who have suffered stress-related illnesses and an additional 24 percent who voluntarily reported

vague and unpleasant feelings of anxiety and disc
The literature speaks to the total impact on educ
teachers become "territorial," seeking to protect
positions and their reputations, and as a result
less with other teachers and becoming less encour
and supportive of other teachers. Non-riffed tea
suffer a decline in the quality of their work liv
with the ultimate effect of a general decline in
quality of instruction. The study also revealed
of emotion and anxiety which remained long after
of riff-recall.

Education is faced with a "graying" of its
as fewer senior teachers leave for job opportuni
where, retirement ages rise, and few young teach
be hired. The loss of new ideas, new methods, a
approaches can be anticipated. High school grad
view the picture and choose other fields of coll
Within the time period covered by this study 15.
of the riffed teachers left education. It canno
tain that these riffed teachers would have becom
master teachers, the role models we would wish t
our students. What is certain is that we will n
that they were not.

Many teachers reported being forced to make
style adjustments, primarily younger teachers ar

teachers, the former having not had time to build a financial base, the latter having assumed greater familial responsibilities. Some reported giving up luxuries; some necessities. The economic situation was not necessarily better for those who left teaching to find other employment, the majority making no economic gain. The one benefit found by three of every four in this group was that the skills they had developed in education were useful to them in other professions.

The president of Building Maintenance Service (BMS) was heard to describe the longevity of that company's work force: "The day an employee starts is the day they [sic] are thinking about leaving." This is not true of teachers who usually do not enter the profession as a stepping stone to somewhere else, but with the assumption that their careers lie within education. In any endeavor, whether a classroom or a profession, the tendency of the group members is to fall into what is referred to as a "normal" curve, where it is assumed that 10 to 20 percent will excel, 70 to 80 percent will perform adequately, and approximately 10 percent do not belong. If education had any assurance that four years of RIF had terminated that 10 percent who do no not belong, the profession would have become enhanced. Using low seniority as the most common criterion on which riff is based assures the opposite: young teachers whose

skills range across the board are terminated equally: the excellent, the adequate, and the others.

Recommendations

The results of the study brought into focus many areas which should be of concern to boards of education and school district administrators as they continue to be confronted with the necessity to reduce staff. School boards need to actively pursue alternatives to the reduction of young, career teachers. In order to do this they must work with teachers' organizations to establish policies which do not rely exclusively on seniority, but to develop RIF procedures which combine seniority and performance evaluation and which assure preservation of necessary programs. Teachers should be encouraged to take a participatory role in the development of such policies.

One Iowa school district, Davenport, was unable to participate in this study for an unusual reason: its negotiated contract prohibits lay off due to declining enrollment. An investigation of this city's policy and other school district's alternatives to RIF would certainly improve the background knowledge of all school districts in establishing new, additional, or alternative policies.

Those teachers who eventually must be terminated should be provided a better preparation to assist them in making major adjustments in their lives. Great advances

have been made in helping persons suffering distress to develop personal adaptive mechanisms. It is against the very nature of the profession of education to do nothing to help its members combat their problems. When teachers who must be terminated are identified, each school district should provide a means whereby those teachers can be supported and given techniques of adaptive behavior to see them through the difficult period of transition. Several examples of successful programs have been cited in the Related Literature.

Both the personal-emotional needs and professional needs should be met by a caring employer. Assessment of skills and retraining should be a part of the RIF process. All teachers should be helped to view successful teaching skills as having value to the private sector.

This study did not attempt to identify the impact of reduction-in-force on Affirmative Action programs. A study should be done, initially or as a follow-up to determine if those programs are still intact or if they have been weakened or destroyed by four years of staff reduction.

There is no consistent approach among school districts as each deals with RIF. Some local districts have developed written policies, some enforce policies established by state legislatures, and some districts simply have no policies. It would be beneficial to all school districts

to learn if the process is accomplished more smoothly with or without state legislation, and how the existing state legislation is perceived as affecting local control.

The impact of job loss at the community level should be as important a study to education as it has been to business and industry. The work cited here which has been done by S. V. Kasl on plant closings in the Midwest, included effects on persons who themselves did not undergo the job loss. A recommended study on job loss in education should include spouses, children, affected business community, and young people about to enter college and/or a teaching career. A tangential question should be asked: "How did the community respond and cope?"

Education is big business, a major employer. Education in Iowa employes 34,513 certificated teachers, administrators, and support personnel compared to a work force of 17,000 in printing and publishing and 24,400 insurance carriers, agents, and brokers. Education, in addition, should consider itself a humanistic business and treat employees in the same manner as it would have them treat students. If it will accept that descriptor it should also accept the obligation to lead the way in follow-up studies, in establishing transition programs, and in providing retraining to its riffed employees.

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APPENDIX

DRAKE UNIVERSITY
DES MOINES, IOWA 50311

SCHOOL OF GRADUATE STUDIES

Dear

While a great deal of research has been accomplished investigating the effects of RIF, lay-off, termination, (by whatever value it is known) in business and industry, very little has been done to determine these effects on teachers. Perhaps the explanation is simple: Before 1981 there was nothing to research; few school districts had ever had to make a massive reduction-in-force.

The events of the winter and spring of 1981, combining declining enrollment with reduced state funding, began a series of teacher lay-offs across the state and nation which education had not experienced before.

Because your employment in teaching has, at some time in the last three years, been interrupted or terminated, I seek your assistance in collecting data which will describe some of the personal and career changes brought about by that event. I have chosen as the topic for my doctoral study, "The Economic, Career, Social and Personal Effects of Reduction-in-force (RIF) on Secondary Teachers Terminated from Three Iowa School Districts, 1981-83." I hope to produce some useful results for educators to be able to anticipate problems which arise and therefore to deal with them successfully.

Would you take a few moments to complete the enclosed questionnaire and return it to me in the self-addressed envelope? I shall sincerely appreciate your response, respecting your confidence by anonymity. Coding on the questionnaire is only for the purpose of any necessary follow-up. My home telephone is (515)279-2687 if you have any questions or concerns.

Thank you, so much, for your time and interest.

Very Truly Yours,

Barbara Prior, Principal
East High School, Des Moines

REDUCTION-IN-FORCE QUESTIONNAIRE

"The Economic, Career, Social and Personal Effects of Reduction-in-force (RIF) on Secondary Teachers Terminated from Three Iowa School Districts, 1981-83."

DIRECTIONS: *Please read the twenty questions and respond to each of those appropriate to your situation. Items 14-20 will not apply to teachers recalled to the same district from which they were terminated.*
CHECK ONE CATEGORY PLEASE

1. AGE: (A) 22 - 30 _____ (D) 51 - 60 _____
(B) 31 - 40 _____ (E) 61 - 65 _____
(C) 41 - 50 _____

2. SEX: FEMALE _____ MALE _____

3. YEARS OF SENIORITY IN THE DISTRICT FROM WHICH YOU WERE TERMINATED: _____

4. AT THE TIME OF RIF IN WHAT SUBJECT AREA WERE YOU TEACHING? CHECK ALL THAT APPLY

(A) ART _____ (G) MUSIC _____
(B) BUSINESS _____ (H) SCIENCE _____
(C) ENGLISH _____ (I) SOCIAL SCIENCE _____
(D) HOME ECONOMICS _____ (J) SPECIAL EDUCATION _____
(E) ENGLISH _____ (K) OTHER _____
(F) MATHEMATICS _____

5. IN WHAT MONTH AND YEAR WAS YOUR EMPLOYMENT TERMINATED? _____, 198___.

6. AT THE TIME OF YOUR TERMINATION DID YOU SUFFER FROM ANTHING RECOGNIZED AS STRESS-RELATED ILLNESS? CHECK ONE
YES _____ NO _____

6A. IF YES, PLEASE DESCRIBE _____

7. IF YES TO ITEM #6, HAVE THESE SYMPTOMS CONTINUED? YES_____ NO _____

8. DID YOUR LIFE STYLE CHANGE IN ANY WAY AS A RESULT OF YOUR TERMINATION? YES _____ NO _____

8A. PLEASE DESCRIDE_____

9. WERE YOU RECALLED? YES _____ NO _____

10. IF YES, IN WHAT MONTH AND YEAR WERE YOU RECALLED? _____, 198___.

11. DID YOU ACCEPT OR REJECT RECALL? ACCEPT _____ REJECT_____

12. WERE YOU RECALLED TO TEACH IN THE SAME SUBJECT AREA? YES _____ NO _____

13. WERE YOU RECALLED TO TEACH AT THE SAME GRADE LEVEL? YES _____ NO _____

14. DID BEING TERMINATED FROM TEACHING RESULT IN A CAREER CHANGE? YES _____ NO _____

15. IF YES, INTO WHAT FIELD? _____

16. HAVE YOU EXPERIENCED AN ECONOMIC GAIN IN THIS CAREER CHANGE? YES _____ NO _____

17. HAVE YOU EXPERIENCED A LOSS OF INCOME FROM THIS CAREER CHANGE? YES _____ NO _____

18. HAVE THE SKILLS YOU DEVELOPED IN TEACHING BEEN USEFUL TO YOU IN YOUR PRESENT OCCUPATION?
YES _____ NO _____

19. IN WHAT WAY? _____

CONTINUED ON BACK

20. HAVE YOU MOVED FROM THE CITY IN WHICH YOU WERE TEACHING TO GAIN EMPLOYMENT?

YES _____ NO _____

PLEASE USE THE SPACE BELOW FOR ANY COMMENTS YOU MIGHT WISH TO MAKE ABOUT THE STUDY OR IN FURTHER RESPONSE TO ANY QUESTIONS.

I shall be pleased to provide you with a summary of the study if you desire. YES_____
NO_____

Again, thank you for your response.